

The New Nation

Grade 4: Unit 4



Federal Hall
engraving by Amos Doolittle ca. 1790.



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Department of Social Studies

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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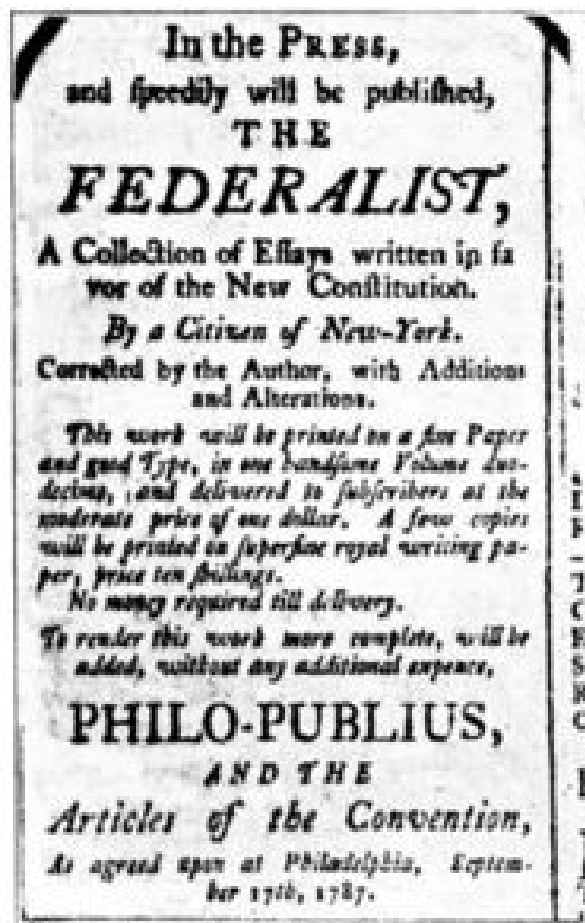
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I.

The Planning Framework

The New Nation

An advertisement for the Federalist Papers

HOW THIS UNIT WAS DEVELOPED

- This unit is the fourth unit of the Grade 4 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **The New Nation** is “*What does it mean to be free?*”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of how the Constitution a part of their everyday lives. Therefore, one of the focus questions is, “How do you balance individual liberties with the needs of a nation?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Various types of assessments are included to meet the needs of all learners.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

Please note: the activities and lesson plans provided in this unit guide are suggestions that may be adapted and customized to meet your students' individual needs.

TEACHER BACKGROUND

THE NEW NATION

"Those who stand for nothing, fall for anything." –Alexander Hamilton

Independence at last! Now what? When our Founding Fathers courageously declared independence from Great Britain in 1776, America embarked in a new direction that was fraught with pitfalls and uncertainty – all while waging a lengthy war that created significant national hardship. During these tumultuous years, these leaders devised an initial plan of government that sought to avoid many of the oppressions to which the colonies had previously been subjected. The Founding Fathers created a government structure, called the Articles of Confederation, which kept most of the governing power with the individual states. Despite their best efforts, shortly after the American Revolution ended, it became readily apparent that the United States of America needed a stronger central government. Therefore, in 1788, the Constitution became the official plan of American government. It is the oldest written national constitution in the world that is still in effect.

Compromise

When the Constitutional Convention began in Philadelphia in May 1787, 55 delegates attended. The delegates kept the proceedings secret in order to be able to speak freely and change their minds during the exchange of ideas. James Madison quickly distinguished himself as a leader of the convention because he was so knowledgeable about European political institutions and political writers. Regarded today as the Father of the Constitution, Madison set the goal to establish a strong but fair system of government.

Madison suggested several principles of the Virginia Plan to balance the different responsibilities and powers of the government. The Virginia Plan proposed a bicameral legislature, a chief executive and a court system. The members of the lower house would be elected directly by the people. The members of the upper house would be chosen by the members of the lower house.

Under the terms of the Virginia Plan larger states would have greater representation. In response, the smaller states proposed the New Jersey Plan which would keep the Confederation's one-house legislature.

The Great Compromise combined aspects of both plans. There would be a bicameral legislature comprised of the House of Representatives, the lower house, and the Senate, the upper house. In the House of Representatives the number of seats for each state would vary according to the state's population. In the Senate each state would have two members.

This Great Compromise also determined how slaves were to be counted for purposes of representation. The Southern states wanted to include enslaved Africans in their population so that they could gain stronger representation in the House. The Northern states did not agree, but wanted to count the slaves for taxation purposes only, to which the Southern adamantly disagreed. At the time, neither side considered giving the enslaved African Americans the right to vote. The Great Compromise's solution, known as the

Three-Fifths's Compromise, counted each enslaved person as three-fifths of a free person (every five slaves was equal to three people) for both taxation and representation.

The Constitution of the United States

When the Framers of the Constitution signed the document on September 17, 1787 they created a federal system of government. Federalism is the sharing of power between the federal and state governments. Under the new federal system, the Constitution became the final authority and plan of government for the country. All other laws come from the Constitution in some way.

The Constitution begins with an introduction, the Preamble, which establishes why the Constitution was created. The first three articles of the Constitution describe the powers and responsibilities of the three branches of the government.

Article I of the Constitution establishes Congress, the lawmaking branch of the government. Congress consists of the House of Representatives and the Senate. The powers of Congress include collecting taxes, coining money and regulating trade. Congress can also declare war.

Article II establishes the executive branch, headed by the president. The president carries out the nation's laws and policies. The president serves as commander in chief of the armed forces and conducts relations with foreign countries. The president and a vice president are elected indirectly by a special group called the Electoral College. The Framers were concerned that the average person was not knowledgeable enough to decide who should be the President. State legislatures select electors to vote for the president and vice president. Each state has as many electors as it has senators and representatives in Congress. The need for an Electoral College today is a subject of frequent debate.

Article III creates the judicial branch, or court system of the US. The Supreme Court and the federal courts hear cases involving the Constitution, laws passed by Congress and disputes between states. The role of the Judiciary is to interpret the law.

The Constitution divides government power among the three branches to keep any one branch from gaining too much power. This is the system of checks and balances. The three branches check, or limit, each other so that no single branch can dominate the government. For example, both the House and Senate must pass a bill for it to become law. The president can check Congress by voting it down – the veto. To override a veto, two-thirds of the members Congress must vote for the bill. Checks and balances also apply to the Supreme Court. The president appoints Supreme Court justices and the Senate approves appointments. The New York State constitution has the same structure, with three branches of government.

Several states, including New York, were concerned that the Constitution did not protect its citizen's individual rights. Some people were afraid that the government could pass laws that affected important rights. They would only ratify the Constitution once the Framers agreed to amend it by adding a bill of rights. The Framers created a flexible document that could adapt to the ever changing needs of our country through the addition

of amendments. However, the amendment process is difficult so that capricious changes do not happen easily. While over 9000 amendments have been proposed, only 27 have actually been added to the Constitution.

The first ten amendments to the Constitution are known as the Bill of Rights because they protect basic liberties and rights – including freedom of speech, freedom of religion and freedom of the press. The precedent for freedom of the press can be found in the court case of John Peter Zenger that took place in New York City before the revolution. The 17 amendments that followed the Bill of Rights address America’s changing needs as the nation developed over the next 200 years including abolishing slavery, defining citizenship, and guaranteeing the right to vote for all citizens.

Citizens of the United States have both rights and responsibilities. Americans have the right to be protected from unfair actions of the government, to have equal treatment under the law and to have basic freedoms. Democratic societies involve certain duties and responsibilities. Being involved in your government helps protect your rights.

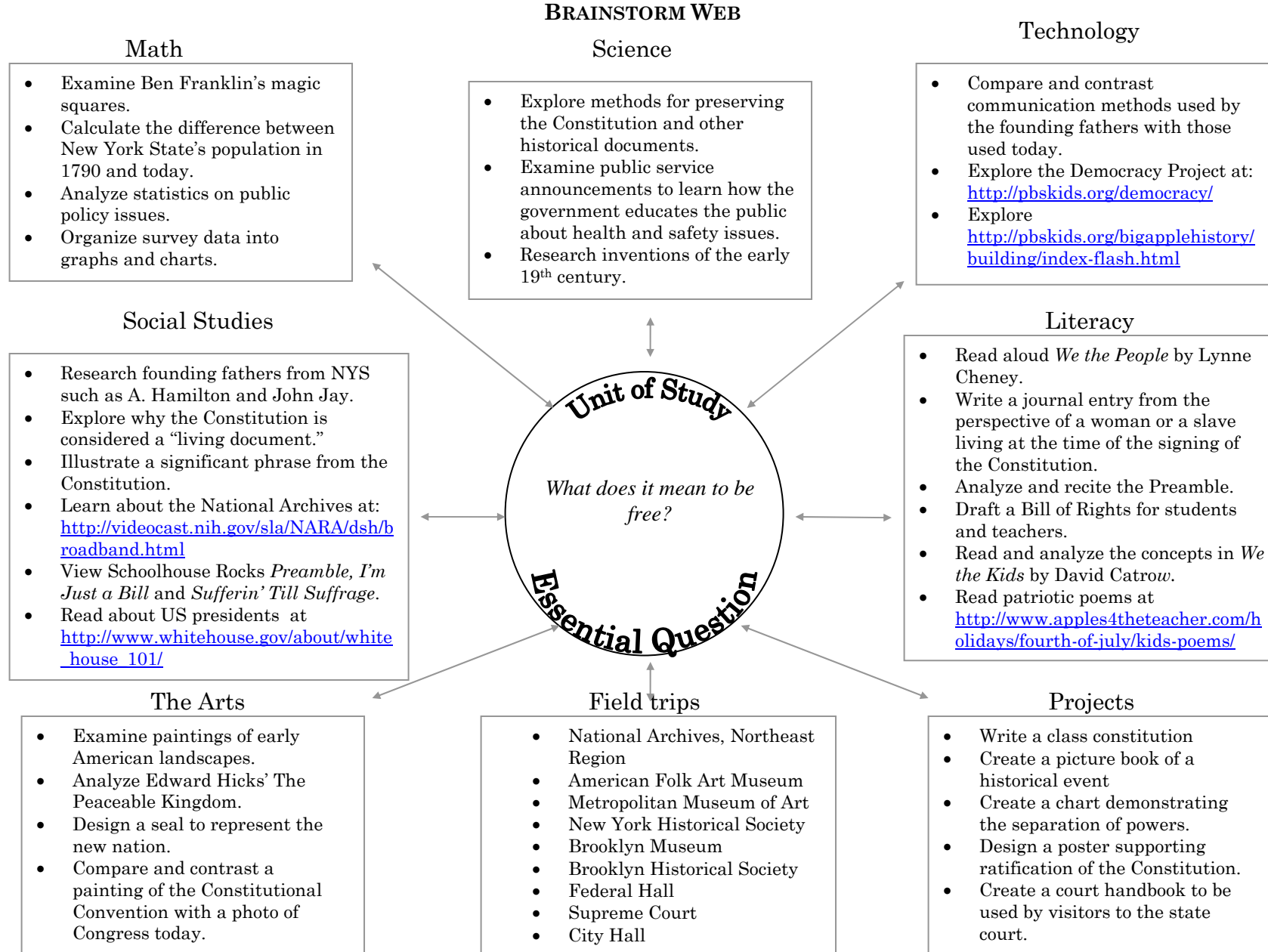
George Washington

The ratification of the Constitution did not solve all of the problems facing the new nation. Strong leadership was needed to execute the law of the land and set precedents in areas not specifically outlined in the Constitution. George Washington, a proven leader in the American Revolution, member of the first and second Continental Congress, and leader at the Constitutional Convention, reluctantly agreed to a candidacy that would lead to his unanimous election by the Electoral College as the first president. He was sworn in as president in New York City, the first national capital. Among the precedents set by George Washington were the appointments of his cabinet: Thomas Jefferson as Secretary of State, Alexander Hamilton as Secretary of the Treasury, and Henry Knox as Secretary of War. To his dismay, disagreements between two of his cabinet members precipitated the formation of opposing political parties. As Washington prepared to leave office in 1796, he published his Farewell Address, hoping to influence future policies such as advising against foreign entanglements.

New York State

As one of the original 13 states, New York State played an important role in the development of the nation. New York sent delegates Alexander Hamilton and Egbert Benson to help draft the Constitution. Hamilton, along with fellow New Yorker John Jay, and James Madison published a series of letters in New York State newspapers that became known as “The Federalist Papers.” The letters were written to persuade New Yorkers to vote in favor of the Constitution and proved instrumental in the ratification of the Constitution. New York officially became a state on July 26, 1788. John Jay was named the first Chief Justice.

As the first capital New York City witnessed the early stages of the new nation with the inauguration of George Washington, the convening of the first Congress, and the passage of the Bill of Rights. While New York City would not remain the capital, New York City and New York State would continue to play a vital role in American political, economic, and cultural life.



ESSENTIAL QUESTION

What does it mean to be free?

Content/Academic Vocabulary (sample)

| | | | | | | |
|---------------------|---------|--------------------|------------------|-----------------|--------|-----------|
| convention | capital | representative | constitution | amendment | ratify | democracy |
| checks and balances | | legislative branch | executive branch | judicial branch | | veto bill |

Focus Questions

- What are the challenges of creating a new nation?
- What key ideas and documents shaped the new nation?
- What role did New York State have in the development of the new nation?
- How do you balance individual liberties with the needs of a nation?
- How has the Constitution represented some people but not others?

**Student Outcomes**

Think about what you want the student to know, understand and be able to do by the end of this unit.

Content, Process and Skills

Recognize the role of compromise in drafting the Constitution

Understand that the U.S. Constitution is flexible, continually challenged and reinterpreted

Comprehend the reasons for the balance of power within the U.S. government

Explain how citizens have certain rights and responsibilities that are guaranteed by the U.S. Constitution

Learn about the context within which the U.S. Constitution was written

Interpret primary source documents

Ask authentic questions

Distinguish between fact and opinion

Form opinions about current events

SAMPLE DAILY PLANNER

| Day | Social Studies Focus Question | Content Understandings | What learning experiences will answer the focus question? |
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| 1 | What are the challenges of creating a new nation? | Ideas/Ideals about freedom: Foundations for a new government/ ideals of American democracy (Declaration of Independence) | <i>Launching the Unit</i> Review the ideals established in the Declaration of Independence <ul style="list-style-type: none"> Explore and sign the Declaration of Independence at http://www.archives.gov/exhibits/charters/declaration_join_the_signers.html. |
| 2 | What are the challenges of creating a new nation? | The Development of the Constitution: The Constitution as a framework The Bill of Rights and individual liberties | Introduce the unit project: <i>The Foresight of the Founding Fathers: The Constitution or Building a New Nation</i> <ul style="list-style-type: none"> Keep a reflective journal of thoughts, facts and newspaper articles. |
| 3 | What key ideas and documents shaped the new nation? | Ideas/Ideals about freedom: Foundations for a new government/ ideals of American democracy (Mayflower Compact, Declaration of Independence, The United States and New York State Constitutions) | Begin <i>Yertle the Turtle and other Monarchs</i> sample lesson <ul style="list-style-type: none"> Analyze <i>Yertle the Turtle</i> by Dr. Seuss. Complete a graphic organizer on the analogy between the story and American history. Consult <i>The Declaration of Independence, The Mayflower Compact, New York and the New Nation</i> |
| 4 | What key ideas and documents shaped the new nation? | Ideas/Ideals about freedom: Foundations for a new government/ ideals of American democracy (Mayflower Compact, Declaration of Independence, The United States and New York State Constitutions) | <i>Yertle the Turtle and other Monarchs</i> sample lesson continued |

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| 5 | What are the challenges of creating a new nation? | Ideas/Ideals about freedom: Foundations for a new government/ ideals of American democracy | Examine the seal of the United States. <ul style="list-style-type: none"> • Interpret the symbols. • Discuss why the new nation would need a seal and how it chose its representative symbols. • Design a seal that represents the United States today. Consult http://bensguide.gpo.gov/3-5/symbols/seal.html ; http://www.greatseal.com/ ; http://www.state.gov/www/publications/great_seal.pdf |
| 6 | What are the challenges of creating a new nation? | Ideas/Ideals about freedom: Foundations for a new government/ ideals of American democracy (The United States and New York State Constitutions) | <i>Class Constitution</i> sample lesson <ul style="list-style-type: none"> • Analyze the Preamble to the Constitution. • Draft a class constitution. Consult <i>We the Kids: The Preamble to the Constitution of the United States</i> ; http://bensguide.gpo.gov/3-5/documents/constitution/index.html ; http://www.usconstitution.net/constkids4.html ; http://teacher.scholastic.com/scholasticnews/inddepth/constitution_day/teachers/index.asp?article=teacher |
| 7 | What are the challenges of creating a new nation? | The Development of the Constitution: The Constitution as a framework The Bill of Rights and individual liberties | <i>The Bill of Rights</i> sample lesson <ul style="list-style-type: none"> • Analyze the Bill of Rights. • Interpret a song about the Bill of Rights. Consult <i>The Bill of Rights, George Washington: A Life of Leadership, George Washington</i> ; |

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| | | | http://www.congressforkids.net/Constitution/billofrights.htm , http://www.songsforteaching.com/mme/billofrights.htm ; http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents/madison/father_1 |
| 8 | <p>How do you balance individual liberties with the needs of a nation?</p> | <p>The Development of the Constitution: The Constitution as a framework</p> <p>The Bill of Rights and individual liberties</p> <p>Impact of Peter Zenger decision</p> | <p><i>Thank you John Peter Zenger: Freedom of the Press</i> sample lesson</p> <ul style="list-style-type: none"> • Interpret historical quotes • Write a letter to a founding father stressing the importance of the Bill of Rights, especially the first amendment. Make reference to the Zenger trial. • Create a poster depicting the rights guaranteed in the first amendment. • Write a satirical poem or song about the Zenger trial for publication in the <i>New York Weekly Journal</i> either during the trial or after the trial. <p>Consult <i>John Peter Zenger: Free Press Advocate</i>, http://www.socialstudiesforkids.com/articles/ushistory/johnpeterzenger1.htm, http://www.law.umkc.edu/faculty/projects/Ftrials/zenger/zenger.html http://www.courts.state.ny.us/history/Zenger.htm; http://www.teachingamericanhistory.us/tah_2/speakers/winterer.html; http://www.earlyamerica.com/earlyamerica/bookmarks/zenger/ </p> |

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| 9 | What role did New York State have in the development of the new nation? | The Challenge of Independence: Role of New York in the development of the new nation | Examine physical maps of the United States and New York State in the early 1800s. <ul style="list-style-type: none"> Identify physical features of New York City and New York State. Contemplate the relationship between geographic features and role of New York in the nation's development. Consult http://geology.com/world/usa-physical.jpg ; http://fermi.jhuapl.edu/states/maps1/ny.gif |
| 10 | What role did New York State have in the development of the new nation? | The Challenge of Independence: Role of New York in the development of the new nation | <i>New York City: Capital City</i> sample lesson <ul style="list-style-type: none"> Compare and contrast images of Federal Hall from the past and present. Research what it was like to live in New York City in the early 1800s. Consult <i>New York and the New Nation</i> , http://pbskids.org/bigapplehistory/early/index-noflash.html |
| 11 | Who determined in what ways the Constitution represented some people but not others? | Individuals and groups protected by rights and freedom Individuals and groups not protected by rights and freedoms | <i>New York City: Capital City</i> sample lesson continued <ul style="list-style-type: none"> Assume a role as a person who may have lived in New York State at the founding of the nation. (Roles may include farmer, merchant, wealthy woman, slave, politician.) Create a description of your life: where you live, how you support yourself, your education, etc. Write a fictional account using Federal Hall as the setting. Consult http://pbskids.org/bigapplehistory/early/index- |

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| | | | noflash.html , http://www.iloveny.com/kids/history_pre_1900.asp , http://www.americaslibrary.gov/cgi-bin/page.cgi/es/ny , http://www.dos.state.ny.us/kids_room/kids_history.html |
| 12 | What role did New York State have in the development of the new nation? | <p>The Challenge of Independence: Role of New York in the development of the new nation</p> <p>Key individuals/groups from New York who helped strengthen democracy in the US</p> | <p><i>Alexander Hamilton</i> sample lesson</p> <ul style="list-style-type: none"> • Research Alexander Hamilton. • Use facts to support opinions about Alexander Hamilton's contributions to the growth of NYC and the nation. <p>Consult <i>Alexander Hamilton: American Statesman. Designing America: The Constitution, Heroes of the American Revolution: Alexander Hamilton</i>, http://www.alexanderhamiltonexhibition.org/about/teachers/HamiltonElementarySchool.pdf, http://pbskids.org/bigapplehistory/business/to pic1.html, http://www.socialstudiesforkids.com/www/us/alexanderhamiltondef.htm, http://www.libertyskids.com/arch_who_ahamilton.html, http://www.alexanderhamiltonexhibition.org/nyc_and_nj.html </p> |
| 13 | What role did New York State have in the development of the new nation? | <p>The Challenge of Independence: Role of New York in the development of the new nation</p> <p>Key individuals/groups from New York who helped strengthen democracy in the US</p> | <p>Research John Jay's role in growth of New York State and the nation at http://johnjayhomestead.org/images/Prep_Pack_Grades_4_5_and_6.pdf</p> <ul style="list-style-type: none"> • Use a Venn Diagram to compare John Jay's contributions with Alexander Hamilton's. <p>Consult <i>John Jay</i>,</p> |

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| | | | http://www.libertyskids.com/arch_who_jjay.html , http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/johnjay_1 , http://www.foundingfathers.info/federalistpapers/ |
| 14 | How do you balance individual liberties with the needs of a nation? | <p>The Development of the Constitution: The Constitution as a framework</p> <p>The Bill of Rights and individual liberties</p> <p>Lack of inclusiveness (Africans, women, the poor)</p> <p>Individuals and groups protected by rights and freedom</p> <p>Individuals and groups not protected by rights and freedoms</p> | <p><i>A Living Document</i> sample lesson</p> <ul style="list-style-type: none"> Examine ways in which the Constitution has changed since its inception. <p>Consult <i>The Power of the People</i>, <i>The U.S. Constitution</i>, <i>If You Were There When They Signed the Constitution</i></p> <p>http://www.usconstitution.net/constquick.html; http://www.usconstitution.net/constam.html; http://teacher.scholastic.com/scholasticnews/inddepth/constitution_day/teachers/images/alivingdocument.pdf</p> |
| 15 | What key ideas and documents shaped the new nation? | <p>The Development of the Constitution: The Constitution as a framework</p> | <p>Analyze the branches of government.</p> <ul style="list-style-type: none"> Watch Schoolhouse Rock's <i>Three Ring Circus</i> Explain why the founding fathers created three branches of government. Create a skit that demonstrates how the branches of government interact. <p>Consult <i>The U.S. Supreme Court</i>, <i>How the U.S. Government Works</i>, <i>The U.S. Congress</i>; http://bensguide.gpo.gov/3-5/government/branches.htm; http://www.congressforkids.net/Constitution_threebranches.html</p> |

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| 16 | What key ideas and documents shaped the new nation? | The Development of the Constitution: The Constitution as a framework | Examine Article I-III of the Constitution <ul style="list-style-type: none"> • Divide the class into 3 groups representing each branch of the government • Chart and illustrate the responsibilities of the branches <p>Consult <i>How the U.S. Government Work</i>; <i>The U.S. Congress</i>; <i>My Senator and Me</i>; <i>House Mouse and Senate Mouse</i>; <i>The U.S. Supreme Court</i>; http://bensguide.gpo.gov/3-5/government/branches.html; http://www.congressforkids.net/Constitution_t hreebranches.htm; http://www.col-ed.org/cur/sst/sst101.txt</p> |
| 17 | What key ideas and documents shaped the new nation? | The Development of the Constitution: The Constitution as a framework | <i>Checks and Balances</i> sample lesson <ul style="list-style-type: none"> • Create a chart demonstrating the checks and balances of the U.S. government. • Reflect on the concept of the separation of powers. <p>Consult <i>The Power of the People</i>, <i>The U. S. Constitution</i>, <i>If You Were There When They Signed the Constitution</i>, http://www.usconstitution.net/xconst.html, http://www.usconstitution.net/constquick.html; www.whitehouse.gov/kids; http://www.congressforkids.net/Constitution_checksandbalances.htm</p> |
| 18 | What key ideas and documents shaped the new nation? | The Development of the Constitution: The Constitution as a framework | <i>An Ordinary Day</i> sample lesson <ul style="list-style-type: none"> • Take a virtual trip through a town to learn how government affects our lives everyday. • Identify federal, state and local levels of impact. |

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| | | | Consult http://bensguide.gpo.gov/3-5/government/index.html ; |
| 19 | How has the Constitution represented some people but not others? | <p>The Development of the Constitution: The Constitution as a framework</p> <p>The Bill of Rights and individual liberties</p> <p>Individuals and groups protected by rights and freedom</p> <p>Individuals and groups not protected by rights and freedoms</p> <p>Values, practices and traditions that unite all Americans</p> | <p><i>Rights and Responsibilities</i> sample lesson</p> <ul style="list-style-type: none"> Analyze U.S. citizenship using the Frayer model. Explore the concept of rights and responsibilities as a U.S. citizen and as a citizen of the world. <p>Consult http://bensguide.gpo.gov/3-5/citizenship/index.html</p> |
| 20 | How do you balance individual liberties with the needs of a nation? | <p>The Development of the Constitution: The Constitution as a framework</p> <p>The Bill of Rights and individual liberties</p> <p>Individuals and groups protected by rights and freedom</p> <p>Individuals and groups not protected by rights and freedoms</p> | <p><i>Crossing the Line</i> sample lesson</p> <ul style="list-style-type: none"> Participate in a kinesthetic activity which examines various issues regarding citizens' rights and responsibilities. |
| 21 | What does it mean to be free? | <p>Ideas/Ideals about freedom</p> <p>The Challenge of Independence</p> <p>The Development of the Constitution</p> | <p><i>The Foresight of the Founding Fathers: The Constitution</i> or Building New Nation Unit Project</p> <ul style="list-style-type: none"> Compile and edit the project <i>Summing It Up</i> discussion |

LEARNING AND PERFORMANCE STANDARDS CORRELATED TO: THE NEW NATION

| <i>New York State Social Studies Learning Standards and Key Ideas</i> | <i>Representative Social Studies Performance Indicators</i> |
|--|--|
| <p>History of the United States and New York State</p> <p>Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</p> <p>World History</p> <p>Key idea 2.2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p> | <p>1.1b: Understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.</p> <p>1.2c: Distinguish between near and distant past and interpret simple timelines.</p> <p>1.3a: Gather and organize information about the important accomplishments of individuals and groups, including Native Americans, living in their neighborhoods and communities.</p> <p>1.3c: Identify individuals who have helped to strengthen democracy in the United States and throughout the world.</p> <p>1.4a: Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</p> <p>2.2d: Compare important events and accomplishments from different time periods in world history.</p> |

Geography

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information

Economics

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Civics, Citizenship and Government

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Key Idea 5.2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due-process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.

4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

5.1a: Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.

5.1b: Explain the probable consequences of the absence of government and rules.

5.2a: Explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for the democratic values in the United States.

5.2b: Understand the basic civil values that are the foundation of American constitutional democracy.

5.2c: Know the United States Constitution and why it is important.

5.2d: Understand the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government.

Sample list of strategies that Social Studies and ELA have in common.***Check all that apply and add new strategies below***

- ☐ Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- ☐ Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- ☐ Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- ☐ Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- ☐ Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- ☐ Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- ☐ Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- ☐ Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- ☐ Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- ☐ Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- ☐ Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

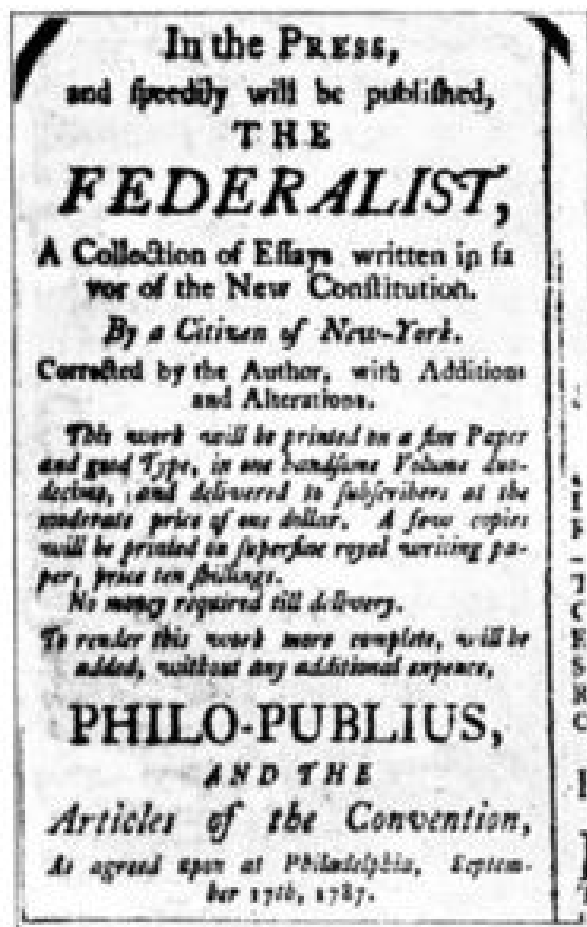
Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

| Grade | Units of Study | | | | | | | |
|----------|---|--|---|--|---|---|--|--|
| K | School and School Community | | Self and Others | | Families | | The Neighborhood | |
| First | Families are Important | | Families, Now and Long Ago | | Families in Communities | | The Community | |
| Second | Our Community's Geography | | New York City Over Time | | Urban, Suburban and Rural Communities | | Rights, Rules and Responsibilities | |
| Third | Introduction to World Geography and World Communities | | | | Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i> | | | |
| Fourth | Native Americans: First Inhabitants of NYS | Three Worlds Meet | Colonial and Revolutionary Periods | | The New Nation | Growth and Expansion | Local and State Government | |
| Fifth | Geography and Early Peoples of the Western Hemisphere | The United States | | Latin America | | Canada | Western Hemisphere Today | |
| Sixth | Geography and Early Peoples of the Eastern Hemisphere | Middle East | | Africa | | Asia | Europe | |
| Seventh | Early Encounters: Native Americans and Explorers | Colonial America and the American Revolution | | A New Nation | | America Grows | Civil War and Reconstruction | |
| Eighth | An Industrial Society | The Progressive Movement | The United States as an Expansionist Nation | | The United States between Wars | | The United States Assumes Worldwide Responsibilities | From World War II to the Present: The Changing Nature of the American People |
| Ninth | Ancient World-Civilizations & Religions | | Expanding Zones of Exchange and Encounter | | Global Interactions (1200-1650) | | The First Global Age (1450-1770) | |
| Tenth | An Age of Revolution (1750-1914) | | Crisis and Achievement Including World Wars (1900-1945) | | The 20th Century Since 1945 | | Global Connections and Interactions | |
| Eleventh | Forming a Union | Civil War and Reconstruction | | Industrialization, Urbanization and the Progressive Movement | | Prosperity and Depression: At Home and Abroad (1917-1940) | | Triumphs and Challenges in American Democracy (1950-present) |
| Twelfth | Economics and Economic Decision Making | | | | Participation in Government | | | |

II.

Principles Guiding the Development of this Unit



An advertisement for the Federalist Papers

PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and for what purpose.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano
& Debra Pickering *Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read:

Graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance. When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, “according to the author.”

Key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that, “teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning.”

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg's work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

| Experts . . . | Novices . . . |
|---|--|
| Seek to <i>discover context and know content</i> . | Seek only to <i>know content</i> . |
| Ask what the text <i>does</i> (purpose). | Ask what the text <i>says</i> ("facts"). |
| Understand the <i>subtexts</i> of the writer's language. | Understand the <i>literal meanings</i> of the writer's language. |
| See any text as a <i>construction</i> of a vision of the world. | See texts as a <i>description</i> of the world. |
| See texts as <i>made by persons with a view of events</i> . | See texts as <i>accounts of what really happened</i> . |
| Consider <i>textbooks less trustworthy</i> than other kinds of documents. | Consider <i>textbooks very trustworthy</i> sources. |
| Assume <i>bias</i> in texts. | Assume <i>neutrality, objectivity</i> in texts. |
| Consider <i>word choice</i> (connotation, denotation) and <i>tone</i> . | <i>Ignore word choice and tone</i> . |
| Read slowly, <i>simulating a social exchange between two readers</i> , "actual" and "mock." | Read to <i>gather lots of information</i> . |
| <i>Resurrect</i> texts, like a magician. | <i>Process</i> texts, like a computer. |

| | |
|---|---|
| Compare texts to judge different, perhaps divergent accounts of the same event or topic. | Learn the “right answer.” |
| Get <i>interested</i> in contradictions, ambiguity. | Resolve or ignore contradictions, ambiguity. |
| Check <i>sources</i> of document. | Read the <i>document</i> only. |
| Read like <i>witnesses to living, evolving events</i> . | Read like <i>seekers of solid facts</i> . |
| Read like <i>lawyers making a case</i> . | Read like <i>jurors listening to a case someone made</i> . |
| Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions. | Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible. |
| <p>Source: From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p> | |

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department/ San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

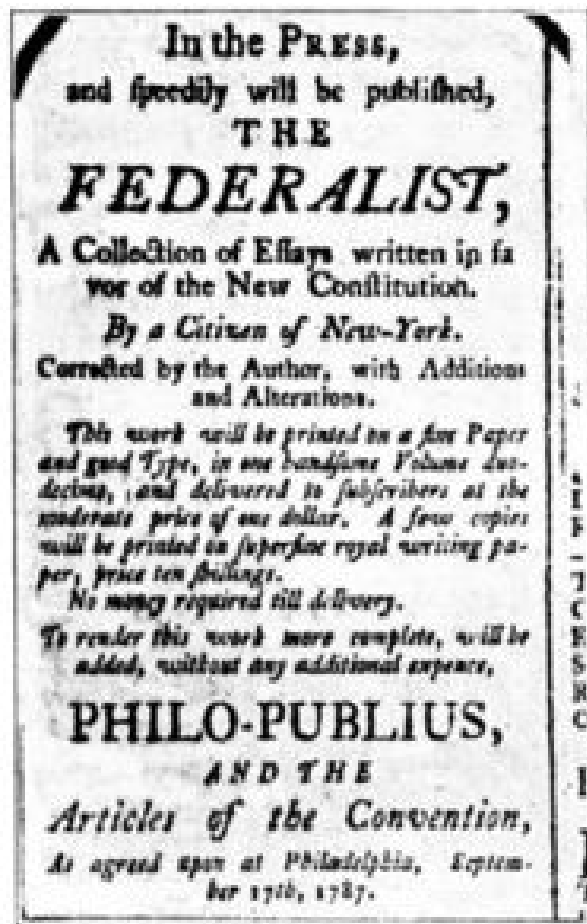
For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

| | |
|-------------------------------------|--|
| Heidi Hayes Jacobs | <i>Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty | <i>How to Integrate Curricula: The Mindful School</i> |
| David B. Ackerman | <i>Intellectual & Practical Criteria for Successful Curriculum Integration</i> |
| Davis N. Perkins | <i>Knowledge by Design</i> |
| Grant Wiggins & Jay McTighe | <i>Understanding by Design</i> |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction & Understanding by Design</i> |
| Harvey Daniels & Steven Zemelman | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i> |
| Stephanie Harvey | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i> |

III.

Teaching Strategies



An advertisement for the Federalist Papers

SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony’s development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

| Type of Organizational Pattern | Signal Words | Questions Suggested by the Pattern |
|---|---|---|
| Chronological Sequence: organizes events in time sequence. | after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when | <ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text? |
| Comparison and Contrast: organizes information about two or more topics according to their similarities and differences. | although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet | <ul style="list-style-type: none"> - What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern? |

| | | |
|--|---|--|
| <p>Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.</p> | <p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p> | <ul style="list-style-type: none"> - What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the attributes or characteristics? - How is this pattern revealed in the text? |
| <p>Description: organizes facts that describe the characteristics of a specific person, place, thing or event.</p> | <p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p> | <ul style="list-style-type: none"> - What specific person, place, thing, or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important? |
| <p>Episode: organizes a large body of information about specific events.</p> | <p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p> | <ul style="list-style-type: none"> - What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effects has this event had on the people involved? - What effects has this event had on society in general? |

| | | |
|--|--|---|
| <p>Generalization/ Principle: organizes information into general statements with supporting examples.</p> | <p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p> | <ul style="list-style-type: none"> - What generalizations is the author making or what principle is being explained? - What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle? - Do these details appear in a logical order? - Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle? |
| <p>Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p> | <p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be due to, next, so that, steps involved, therefore, thus, when...then</p> | <ul style="list-style-type: none"> - What process or subject is being explained? - What are the specific steps in the process, or what specific causal events occur? - What is the product or end result of the process; or what is outcome of the causal events? |

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

| | |
|----------------------|----------------------|
| raised relief map | military map |
| topographic map | bird's-eye view map |
| political map | satellite photograph |
| contour-line map | pictograph |
| natural resource map | weather map |

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

| | | |
|------------|-------------|-----------------------|
| newspapers | speeches | reports |
| magazines | memorandums | advertisements |
| letters | maps | congressional records |
| diaries | telegrams | census reports |

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps. To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools”. They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

| Sample of student projects | Sample assessment tools |
|--|---|
| <ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • iMovies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues | <ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trips sheets” • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work |

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

| Intelligence | Learning preferences |
|--|---|
| Verbal-Linguistic “word smart” | Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening. |
| Logical- Mathematical “number-smart” | Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving. |
| Body-Kinesthetic “body-smart” | Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building. |
| Visual-Spatial “picture-smart” | Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems. |
| Naturalistic “nature smart” | Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature. |
| Musical-Rhythmic “music-smart” | Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression. |
| Interpersonal “people-smart” | Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner. |
| Intrapersonal “self-smart” | Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves. |

Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

| THE KNOWLEDGE DIMENSION | THE COGNITIVE PROCESS DIMENSION | | | | | |
|--|---|---|--|---|--|--|
| | 1. REMEMBER | 2. UNDERSTAND | 3. APPLY | 4. ANALYZE | 5. EVALUATE | 6. CREATE |
| A. Factual Knowledge B. Conceptual Knowledge C. Procedural Knowledge D. Metacognitive Knowledge | Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) | Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) | Carry out or use a procedure in a given situation <ul style="list-style-type: none"> Execute (carry out) Implement (use) | Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) | Make judgments based on criteria and standards <ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) | Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct) |

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

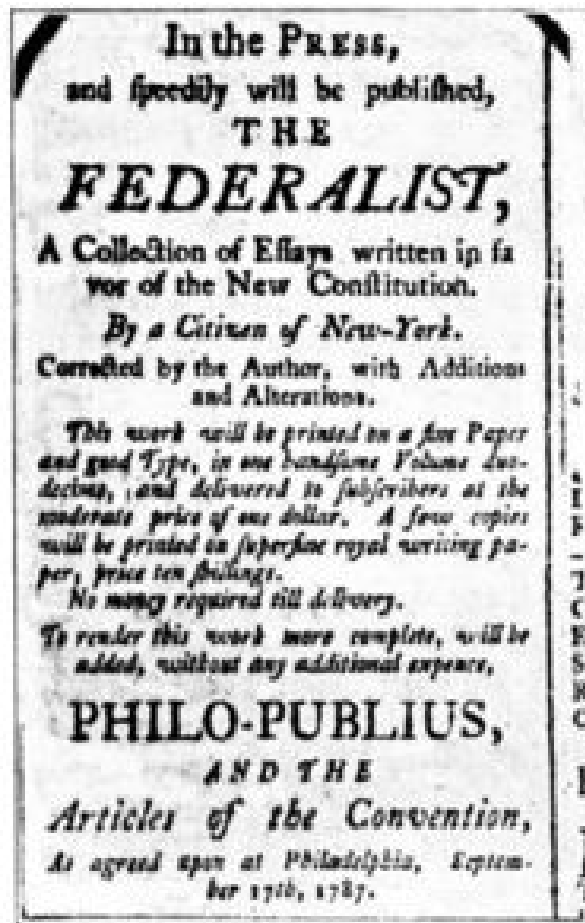
Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources



An advertisement for the Federalist Papers

TRADE BOOK TEXT SETS

What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

THE NEW NATION

ENGAGING THE STUDENT/ LAUNCHING THE UNIT

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the Unit, A New Nation, is to read aloud, *House Mouse, Senate Mouse* by Peter W. Barnes. Based on the story, students may chart the course of the proposed bill. Students could also write letters to their representative proposing a change in their community.

Another way to launch the unit is to ask students to imagine they are living in the year 1787. George Washington has just become president. What are your hopes and dreams for the new nation? Do you think they will be fulfilled? As a person living in a new democracy, do you feel your voice will be heard? Think about life today. Do you feel you have a say in the government?

Another way to launch the unit is to assign a historical quote to small groups of students. Ask students to discuss the quote and write a poem or create a picture reflecting the message in the quote. Display quotes with their pictures and poems around the room to refer to whenever a relevant topic is discussed throughout the unit.

“It is better to offer no excuse than a bad one”-George Washington

“Those who expect to reap the blessing of freedom must, like men, undergo the fatigue of supporting it”-Thomas Paine

“Where liberty dwells, there is my country” –Ben Franklin

“We must also hang together, for assuredly we will all hang separately.” –Ben Franklin


“Without freedom of thought there could be no such thing as wisdom; and no such thing as public liberty without freedom of speech.” –Ben Franklin

“The essence of Government is power; and power, lodged as it must be in human hands, will ever be liable to abuse.” – James Madison

THE NEW NATION VOCABULARY

VOCABULARY WORD MAP

A vocabulary word map is a visual organizer that helps students engage with and think about new terms or concepts in several ways. For each new vocabulary word, the student writes the word, its definition, a synonym, an antonym, draws a picture that illustrates the meaning of the word, and writes a meaningful sentence using the word.

| | |
|---|--|
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Word: <div style="text-align: center; font-size: 1.2em;">veto</div> </div> | <div style="border: 1px solid black; padding: 5px;"> In my own words: <div style="text-align: center; font-size: 1.2em;">to reject something</div> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> </div> |
| <div style="border: 1px solid black; padding: 5px;"> Synonym: <div style="text-align: center; font-size: 1.2em;">forbid turn down</div> </div> | <div style="border: 1px solid black; padding: 5px; text-align: center;"> Picture:  </div> |
| <div style="border: 1px solid black; padding: 5px;"> Antonym: <div style="text-align: center; font-size: 1.2em;">approve</div> </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Use the word in a sentence: <div style="text-align: center; font-size: 1.2em;">Mom vetoed my suggestion that we adopt a dog.</div> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> </div> | |

Adapted from: <http://www.readingquest.org/strat/wordmap.html>

YERTLE THE TURTLE AND OTHER MONARCHS

Unit of Study: The New Nation

Focus question: What key ideas and documents shaped the new nation?

Note: This lesson may cover 2 days

The Teaching Point:

- Students will understand how democracy emerged in America through an analogy.
- Students will examine primary sources relating to the founding of the nation.

Why/Purpose/Connection:

- This lesson demonstrates the motivation behind the founding of the nation. Students will use a read-aloud to make connections to the revolution and to envision the future of America.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *Reading American History: The Declaration of Independence*
 - *Primary Source Readers The Declaration of Independence*
 - *Documents that Shaped the Nation: The Mayflower Compact*
 - *New York and the New Nation*
- *Yertle the Turtle*, by Dr. Seuss
- *Yertle the Turtle* Comparison Chart
- Chart paper and markers
- Notebooks and pencils
- Construction paper

Model/Demonstration:

- Teacher engages student by asking them if they have ever read or heard stories that contain a moral or a lesson. Teacher facilitates a discussion and allows students to share responses. Student responses can be charted.
- Teacher then tells students that they are going to listen to a story by Dr. Seuss called *Yertle the Turtle*. Teacher explains to students that they should listen to the story with the purpose of discovering the lesson that is taught. Teachers may also want to discuss and define the term *allegory*.
- Teacher reads story aloud, and then asks students to give their reactions/responses to the story. Teacher then facilitates a discussion on what students think was the lesson in the story. Guiding questions might include:
 - What was Yertle like? How would you describe Yertle?
 - Why did Mack and the other turtles get upset with Yertle?
 - What happens to Yertle?
 - What happens to the other turtles?
 - Based on the class discussion, what is the lesson that the story is meant to teach?
- Teacher organizes class into groups to complete the 1st column of the graphic organizer based on the read-aloud.

- Teacher tells the students that Dr. Seuss created Yertle as a metaphor (*Definition of metaphor: “a comparison between two unlike things that actually have something important in common”*) for a dictator/absolute ruler and it was written as a warning against abuse of power.
- Teacher asks students to recall from the previous unit how America felt it was in a similar situation when ruled by England. Explain that students will complete the graphic organizer and then create a story board based on one of the new government’s founding documents; The Mayflower Compact, The Declaration of Independence, or the New York State Constitution.

Guided Practice:

- Teacher guides the class in completing the beginning of the second column of the graphic organizer.

Independent Exploration:

- Student groups use the text set to complete the second and third columns of the worksheet. Teacher reviews with class before groups proceed.
- Student groups brainstorm to complete the final column.
- Student groups complete story board.
- Student groups draft/edit/publish a story on how the founding documents represent the ideals of our government.

Share/Closure:

- Teacher discusses with the class how a new government could make sure their leaders were fair and could not abuse their power.
- Student groups pass their story boards around the class.

Assessment:

- Teacher circulates around the room monitoring student progress and assisting where needed.
- Teacher evaluates story boards using a rubric.

Next Steps:

- Students read other allegories.
- Students create their own metaphors, own stories with lessons.

Yertle the Turtle Comparison Chart

| | <i>Yertle the Turtle</i> Column One | The American Colonies Column Two | The United States Government Column Three | Ideas for illustrating the story board Column Four |
|---|---|--|---|--|
| Who has the power? | | | | |
| What does he do with his power? | | | | |
| Who stands up to or challenges the person with the power? | | | | |
| What happens when someone stands up to or challenges the person with the power? | | | | |

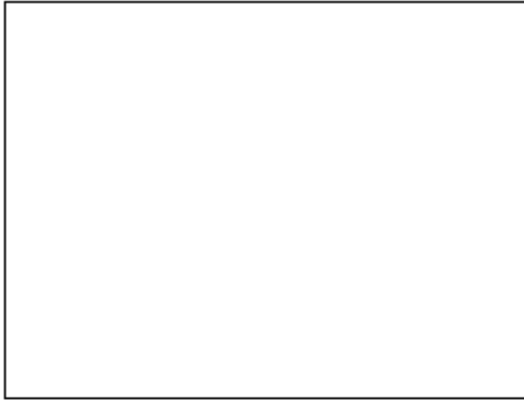
Yertle the Turtle Comparison Chart –Teacher’s Guide

| | <u>Yertle the Turtle</u> | The American Colonies | The United States Government | Ideas for illustrating the story board |
|---|---|---|--|--|
| Who has the power? | Yertle | England’s kings (monarch) | The President of the United States | |
| What does he do with his power? | He uses his power to bully other people | Denies certain rights, such as freedom of religion Denies them representation | Recommends and approves laws Leader of the military | |
| Who stands up to or challenges the person with the power? | Mack | Pilgrims Patriots | We, the People Congress (Senators and Representatives) The Supreme Court | |
| What happens when someone stands up to or challenges the person with the power? | Yertle topples and the turtles are free | The Mayflower Compact The Declaration of Independence The New York State Constitution | Protests Changes in the law New laws | |

Story Board

Title _____ Authors: _____

Cover



Page 1



Page 2



Page 3



Page 4



Page 5



Class Constitution

Unit of Study: The New Nation

Focus question: What are the challenges of creating a new nation?

Teaching Point:

- Students will construct meaning by paraphrasing the Preamble to the Constitution of the United States.
- Students will create a class constitution and reflect on the decisions the founding fathers had to make when drafting the US Constitution.

Why/Purpose/Connection:

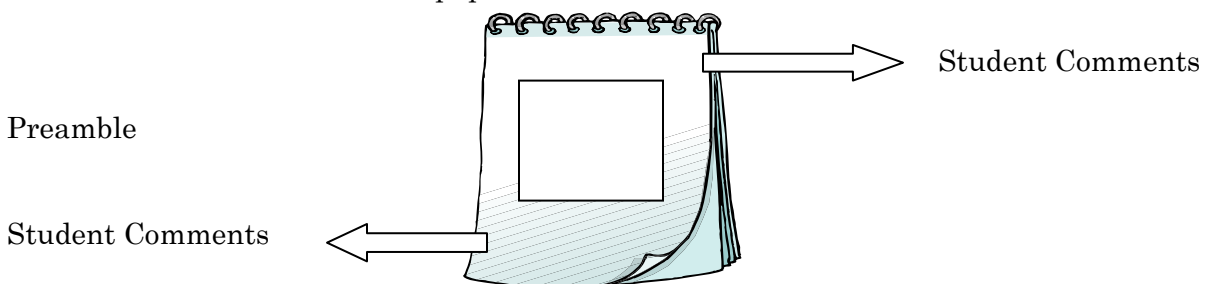
- This lesson explores the difficulties that founding fathers faced in drafting the Constitution through a class simulation.

Materials/Resources/Readings:

- Copies of the Preamble to the Constitution
- Copies of “The Words in the Preamble and What They Mean...” from *We the Kids, The Preamble to the Constitution of the United States*, by David Catrow
- Websites
 - <http://bensguide.gpo.gov/3-5/documents/constitution/index.html>
 - <http://www.usconstitution.net/constkids4.html>
 - http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/teachers/index.asp?article=teacher

Model/Demonstration:

- Teacher engages students by asking them to imagine that they are suddenly transported to an Island of Children where there are no rules, and no adults. In groups, students discuss what they think might be the pros and cons of living on this island. Challenge the students to consider what life would be like with no adults – with no one in charge? Teacher charts student responses and facilitates a discussion around the pros and cons of living without rules and leaders. The discussion should end with the understanding that some rules and leaders are necessary for the good of all.
- Teacher reads, *We the Kids, The Preamble to the Constitution of the United States*, by David Catrow. (Note to Teacher: Do not read aloud the page entitled, “The Words in the Preamble and What They Mean...” You will use that later.)
- Make sure student groups have a copy of Preamble. The Preamble can be taped to a large piece of chart paper. As students read a phrase or section they note what they think it means on the chart paper



- Teacher displays the page, “The Words in the Preamble and What They Mean...” Discuss student explanations of the Preamble using this page as a guide.
- Teacher discusses the purpose of the Preamble, and asks students to use that as their purpose as they write their own constitution.

Independent Exploration/Guided Practice:

- Individual students brainstorm a list of class rules which will make the class a safer more productive place to learn.
- Student groups meet to discuss their individual brainstorms. Groups must come to a consensus. Representatives from each group then meet to form the final class constitution.
- While representatives meet, remaining students explore “Maps of the Ratification of the Constitution” at <http://www.teachingamericanhistory.org/ratification/map/?state=Delaware> .
 - Which state ratified the constitution first? Last?
 - What obstacles had to be overcome for ratification?
- Representatives return to groups and hold vote on ratification.
- Students write journal entries reflecting on the following:
 - Positives and negatives of finding common ground in a group
 - Whether their ideas from their individual brainstorm made it to their group constitution, and then on to the final class constitution.
 - How this activity may be reflective of the experiences had by the founding fathers.

Share/Closure:

- Student groups who voted to ratify will sign the class constitution.
- Teacher facilitates a discussion on how this activity represents the Constitutional Convention. Guiding questions include:
 - Who do each of the students/student groups represent?
 - Was everyone satisfied in your group? In the class? Is this reflective of the Constitutional Convention? Of democracy?

Assessment:

- Teacher monitors accountable talk and reviews student activity.

Next Step:

- Students read a biography of a member of the Constitutional Convention.

THE BILL OF RIGHTS: DO THEY NEED TO BE SPELLED OUT?

Unit of Study: The New Nation

Focus Question: How do you balance individual liberties with the needs of the nation?

The Teaching Point:

- Students will practice analyzing text.

Why/Purpose/Connection:

- This lesson helps students understand how the Bill of Rights protects individual freedoms.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *The Constitution of the United States*
 - *Designing America*
- Websites
 - http://www.congressforkids.net/Constitution_billofrights.htm
 - http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/bofright_1
 - http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents/madison/father_1
 - http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/bofright_4
- A simplified copy of the Bill of Rights which can be found at <http://www.texaslre.org/downloads/bore.pdf>
- The Bill of Rights song which can be found at <http://www.songsforteaching.com/mme/billofrights.htm>

Model/Demonstration:

- Teacher asks students what they know about the Bill of Rights. Teacher should encourage students to think about the meaning of the word “rights.” What are “rights”? What “rights” might students be aware of? Examples: right to vote, their rights to a good education, safe schools, etc.
- Teacher explains that the Bills of Rights are the first ten amendments to the Constitution. Teacher should also explain the term *amendment* so students understand the concept.
- Teacher explains that the Bill of Rights caused great debates at the Constitutional Convention. Invite students to identify ideas that may have been debatable or controversial.
- Teacher explains that two groups formed at the Constitutional Convention. One side, the federalists, supported the initial draft of the Constitution while the other side, the anti-federalists, opposed the initial draft of the Constitution.
- Distribute a simplified copy of the Bill of Rights. Ask students to read each and then rank the Bill of Rights in order of importance. As a review of the previous unit, students may be asked to link specific amendments with events from the colonial era. Discuss how students ranked the order of importance.

Independent Exploration/Practice:

- Read the lyrics to the Bill of Rights song.
- Working in small groups, ask students to create body movement that communicates the essence of one amendment in the Bill of Rights. When ready, they will present their movement to the class.

Share/Closure:

- Students present their movement to the class, who will try to guess the amendment being enacted. The whole class should repeat each movement presented to reinforce the contents of the Bill of Rights.
- Teacher facilitates a discussion on whether students would have been federalist or anti-federalist. Guiding questions include:
 - Do you think certain rights should be guaranteed? If so, is it still important to have them spelled out?
 - How would the United States have been different if the Bill of Rights had not been included?
- Students complete journal entries on the importance of the Bill of Rights in the past and the present.

Assessment:

- Teacher circulates monitoring accountable talk.
- Teacher evaluates journal entries

Next Steps:

- Students design a poster that conveys the essential meaning of one amendment in the Bill of Rights to be displayed throughout the classroom.
- Students can test their understanding of the Bill of Rights by playing interactive games online:
 - <http://constitutioncenter.org/BillOfRightsGame/>
 - <http://www.texaslre.org/BOR/billofrights.html>
 - <http://www.quia.com/mc/142682.html>

The Bill of Rights

Lance Fialkoff: Musical Media for Education
<http://www.songsforteaching.com/mme/billofrights.htm>

**The Bill of Rights
first ten amendments to the Constitution,
Bill of Rights, foundation stone of our freedoms.**

**The First Amendment is freedom of speech and press,
so you can express how you feel
protects free assembly you can gather peacefully
The First Amendment gives you freedom of religion,
to worship as you choose
the right to send petitions to government,
though that is rarely used.**

**Second Amendment gives the right to bear arms, though people disagree:
Does that mean guns for people or for soldiers in the Army?
Third Amendment, not much used today, soldiers can't bunk in your home
The Fourth through Eighth Amendments are your criminal rights,
if arrested, you're not alone.**

**The Fourth Amendment says you can't be searched by police, or seized
unreasonably,
It's also the legal source of our right to privacy
The Fifth Amendment says you must get "due process" in your criminal trial,
that's fairness of judge and jury, not forced to testify.**

**The Sixth Amendment gives you a lawyer and speedy public trial,
so you won't be stuck in jail alone for more than a short while,
The Seventh Amendment ensures you'll get a jury trial,
The 8th Amendment says the punishment can't be "cruel or unusual".**

**The Ninth says all your other rights, besides these ten, will be respected
The Tenth Amendment tells the States that their rights won't be neglected.
All of these Amendments, all ten, are the Bill of Rights
Always there protecting us, never losing sight.**

THANK YOU JOHN PETER ZENGER: FREEDOM OF THE PRESS

Unit of Study: The New Nation

The Teaching Point:

- Students will understand New York's role in the inclusion of freedom of the press in the First Amendment.
- Students will interpret historical quotes.

Why/Purpose/Connection:

- This lesson provides a framework for understanding the freedoms protected by the Bill of Rights.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *John Peter Zenger: Free Press Advocate*
- Websites
 - <http://www.socialstudiesforkids.com/articles/ushistory/johnpeterzenger1.htm>
 - http://www.teachingamericanhistory.us/tah_2/speakers/winterer.html
 - <http://www.earlyamerica.com/earlyamerica/bookmarks/zenger/>
 - <http://www.law.umkc.edu/faculty/projects/Ftrials/zenger/zenger.html>
 - <http://www.courts.state.ny.us/history/Zenger.htm>

Model/Demonstration:

- Teacher engages students by asking them what is meant by the term Freedom of the Press. Teacher can also ask students if they think it is fair for people to write whatever they want about something/someone in a newspaper. Teacher should engage students in thinking about writing/sharing information that is false versus information that is true.
- Teacher follows up by printing the words "seditious libel" on the board and explains meaning to students. (*Seditious: against the government. Libel: publishing something negative and false about someone.*) Give students time to think of a student-friendly definition of the term.
- Teacher tells the students that in 1735 a man named Peter Zenger was charged with "seditious libels." Ask the students to think about what Peter Zenger might have done.
- Teacher explains that the Peter Zenger trial took place in New York City during colonial times and it established the foundation of Freedom of the Press. Before the Zenger trial libel was thought of as publishing something negative about someone, as described in the quote by Attorney General Bradley. Andrew Hamilton, Alexander Hamilton's brother, helped establish libel as publishing something **negative** and **untrue** about someone.
- Teacher displays the following quote:
 - "A free press can of course be good or bad, but, most certainly, without freedom it will never be anything but bad.... Freedom is nothing else but a chance to be better, whereas enslavement is a certainty of the worse." -ALBERT CAMUS

- Teacher models think aloud interpreting Camus quote. Students may need some time to understand the ideas in the quote. Teacher might want to let students paraphrase the quote and restate in their own words.

Independent Exploration/Guided Practice:

- Teacher divides the students into groups of 4, and gives directions for the *Write Around* activity.
 - Provide each student in the group with one of the 4 quotes or passages.
 - Tell the students that they will have 2 minutes to respond, in one of the boxes, to the quote or passage. Students are to write the entire time.
 - After 2 minutes, teacher directs the students to rotate their paper to the student to their right and respond to that student's writing and build on their ideas – questioning what they have written if needed.
 - The process repeats until all students in the group have responded to all 4 quotes/passages.
 - Direct the team to discuss their thoughts about the quotes/passages.

Share/Closure:

- Students reflect on the importance of the first amendment in journal entries.
- Guiding questions include:
 - Why is freedom of the press important in a democracy?
 - What would happen if the people could not read the truth about what was happening in their government?

Assessment:

- Teacher monitors student accountable talk and reviews the results of the *Write Around* activity to check for understanding.
- Teacher evaluates journal entries

Next Steps:

- Students take part in a one-act play on the Zenger Trial.
<http://www.courts.state.ny.us/history/elecbook/zenger/pg1.htm>
- Students examine current first amendment issues.
- Write a letter to a founding father stressing the importance of the First Amendment. Make reference to the Zenger trial.
- Create a poster depicting the rights guaranteed in the first amendment. Make reference to the Zenger trial.

Reflect on the passage below. You have 2 minutes to write down your thoughts about the passage. Then pass this sheet to the student on your right so he or she can reflect on the passage.

How did people feel about the governor of New York?

| | |
|-----------------|-----------------|
| Student A _____ | Student B _____ |
| Student C _____ | Student D _____ |

Write Around Activity

Reflect on the quote below. You have 2 minutes to write down your thoughts about the quote. Then pass this sheet to the student on your right so he or she can reflect on the quote.

"Libeling has always been discouraged as a thing that tends to create differences among men, ill blood among the people, and oftentimes great bloodshed between the party libeling and the party libeled."

-Attorney General Bradley

Do you agree with Attorney General Bradley?
What if the libeling is the truth?

| | |
|-----------------|-----------------|
| Student A _____ | Student B _____ |
| Student C _____ | Student D _____ |

Reflect on the quote below. You have 2 minutes to write down your thoughts about the quote. Then pass this sheet to the student on your right so he or she can reflect on the quote.

-Gouverneur Morris of New Jersey

| | |
|-----------------|-----------------|
| Student A _____ | Student B _____ |
| Student C _____ | Student D _____ |

Write Around Activity

Reflect on the amendment below. You have 2 minutes to write down your thoughts about the amendment. Then pass this sheet to the student on your right so he or she can reflect on the amendment.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press;; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

- The First Amendment to the U.S. Constitution

Why is the freedom of speech important in a democracy?

| | |
|-----------------|-----------------|
| Student A _____ | Student B _____ |
| Student C _____ | Student D _____ |

New York City: Capital City

Unit of Study: The New Nation

Focus question: What role did New York State have in the development of the new nation?

Note: This lesson may cover 2 days

The Teaching Point:

- Students will understand the importance of New York City in the development of the Nation.
- Students will analyze primary sources.
- Students will practice research skills.

Why/Purpose/Connection:

- This lesson places New York City in the greater context of American history.

Materials/Resources/Readings:

- Map of the United States in 1790.
- Image of Federal Hall, then and now.
- Image worksheet
- New York City worksheet
- Titles from the trade book text sets
 - *New York and the New Nation*
- Websites
 - <http://pbskids.org/bigapplehistory/early/index-noflash.html>
 - <http://www.nps.gov/feha/>
 - <http://memory.loc.gov/ammem/collections/continental/nyc.html>
 - http://www.senate.gov/artandhistory/history/minute/Farewell_NY.htm
 - <http://www.fodors.com/world/north-america/usa/new-york/new-york-city/review-165507.html>

Model/Demonstration:

- Teacher displays a map of the 13 original states and asks students to locate New York State and New York City. Discussion should follow that can include the following guiding questions:
 - What do you notice about New York City geography? (Bodies of water, land masses, etc.)
 - What might be good/bad about being surrounded by water, etc.?
 - How did geography influence the development of New York City in the past? (Discuss the importance of the city's location along the coast with access to the river.)
 - Why do you think NYC was chosen as the nation's capital from 1785 - 1790?
 - Why would the federal government change the location of the capital?
- Teacher explains that students will now explore what New York City was like when the new nation began.

- Teacher displays images of Federal Hall in New York City from the late 1700s. Teacher asks students to imagine they are one of the people in the image. Teacher explains that the students will do some research about when New York City was the nation's capital and write a journal entry using the image as the setting.

Differentiation:

- Student writing activity allows the teacher to provide individual support to students.

Independent Exploration/Guided Practice:

- Students complete New York City worksheet using books from the text set.
- Students write a journal entry from the perspective of someone living in New York City during the late 1700s.

Share/Closure:

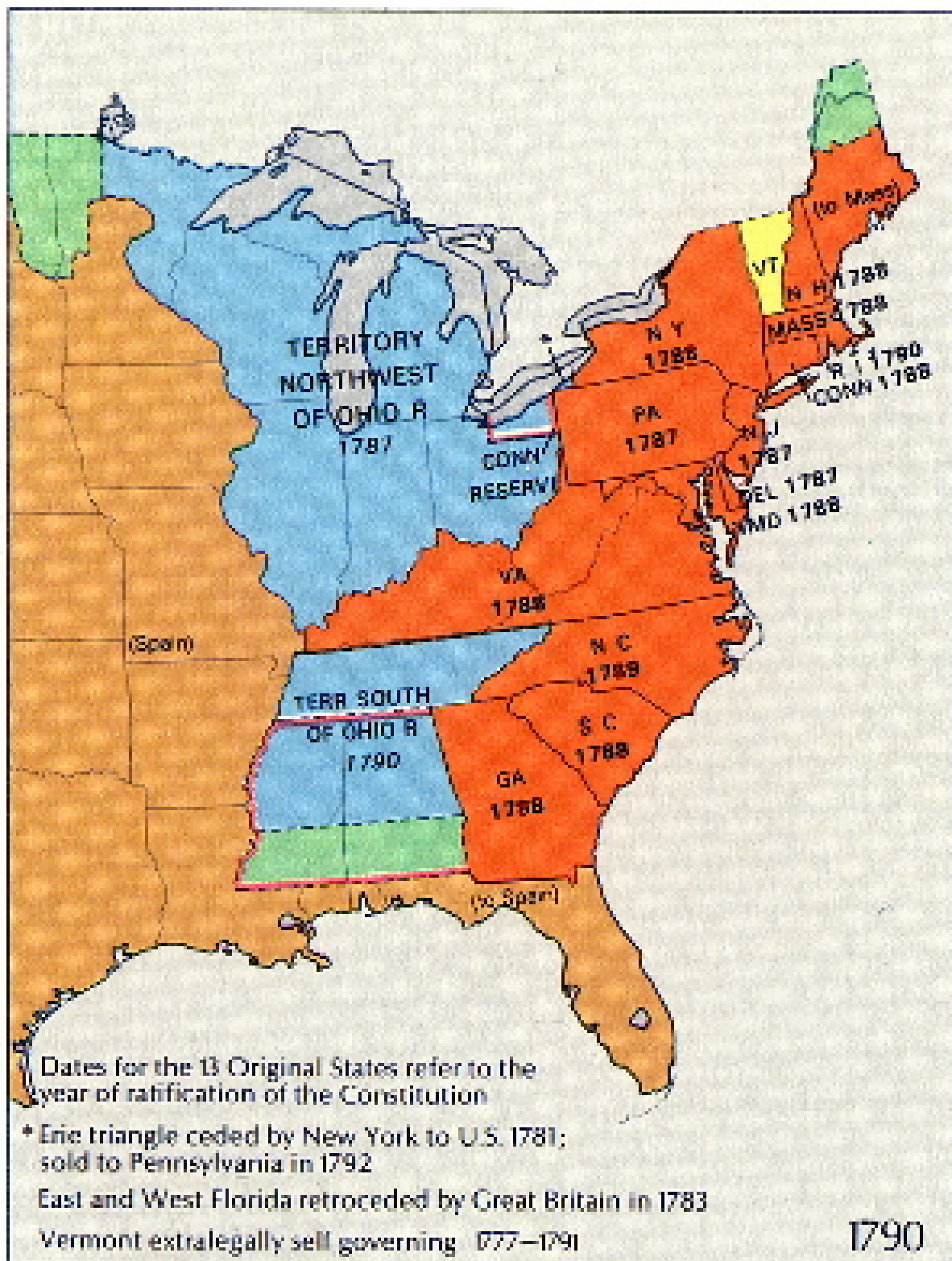
- Students share their journal entries.
- Display the historic and present day images of Federal Hall. Teacher leads the class in comparing New York City: then and now, based on student stories, using a Venn diagram.

Assessment:

- Teacher evaluates student stories using a rubric.

Next Steps:

- Students create a timeline of New York City's history.
- Students examine important figures in New York City history.



Federal Hall in 1797



[A View of the Federal Hall of the City of New York, as Appeared in the Year 1797.](#)
Henry R. Robinson, Lithograph, 1847. [Prints & Photographs Division](#).
Reproduction Number:LC-USZC4-1799

Federal Hall – Present Day



http://www.nps.gov/remembrance/fedhall/images/lg_fed_hall.jpg

Image Analysis

Step 1. Observation

- a. Study the image for 2 minutes. Form an overall impression of the image and then examine individual items. Next, divide the image into quadrants and study each section to see what new details become visible.
- b. Use the chart below to list people, objects and activities shown in the image.

| People | Objects | Activities |
|--------|---------|------------|
| | | |

Step 2. Inference

Based on what you have observed above, list three things you might infer from this image.

Step 3. Questions

- a. What questions do you have about this image?
- b. Where can you find answers to your questions?

New York City Research Worksheet

| | |
|---|--|
| Who were some important people in the city? | |
| What businesses might you have found in the city? | |
| Who were the main immigrant groups? | |
| What important events were taking place in the city? | |
| What important events were taking place nationally? | |
| Other historical facts that you would like to include. | |

ALEXANDER HAMILTON

Unit of Study: The New Nation

Focus Question: What role did New York State have in the development of the new nation?

The Teaching Point:

- Students will understand Alexander Hamilton’s contributions to New York and America.
- Students will distinguish between facts and opinions.
- Students will learn to cite sources when completing research.

Why/Purpose/Connection:

- This lesson provides students an opportunity to learn about an important figure in New York and U.S. history while honing research skills.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *Alexander Hamilton: American Statesman*
 - *Designing America: The Constitution*
 - *Heroes of the American Revolution: Alexander Hamilton*
- Alexander Hamilton Fact Sheet
- Websites
 - <http://www.alexanderhamiltonexhibition.org/about/teachers/HamiltonElementarySchool.pdf>,
 - <http://pbskids.org/bigapplehistory/business/topic1.html>,
 - http://www.libertyskids.com/arch_who_ahamilton.html,
 - http://www.alexanderhamiltonexhibition.org/nyc_and_nj.html
 - <http://www.socialstudiesforkids.com/www/us/alexanderhamiltondef.htm>
 - <http://americanrevwar.homestead.com/files/hamilt.htm>

Model/Demonstration:

- Teacher engages students by asking what they think are qualities of a good leader. Chart students’ responses. Teacher then asks students to think about the leaders they have learned about and to nominate the founding father they would choose as the “best founding father.” After listening to student responses, teacher explains that their comments reflect their opinion. An opinion is what someone thinks.
- Teacher asks students to vote for their favorite founding father. Teacher then asks students to describe the founding father, charting responses.
- Teacher and students then examine responses, identifying which responses are facts and which are opinions.
- Teacher explains that students will learn more about one of the founding fathers who was especially important to New York. Teacher explains that the students will learn facts and form opinions about him. Teacher explains that

- when you give an opinion, it is best to use facts to support your opinion. Facts can be proven and are usually based on evidence and documentation.
- Students will research Alexander Hamilton and use the facts they find to form opinions about whether Alexander Hamilton was the most important founding father or not. They will use facts to draw conclusions and to support their opinions.
 - Teacher explains that students will cite their sources in order to show where they found their facts.

Differentiation:

- Students will use websites and books from the text sets that support different reading levels.
- Teacher will provide individual support during the writing process.

Independent Exploration/Guided Practice:

- Students groups will complete the Alexander Hamilton Fact worksheet, remembering to cite their sources.
- Students will then individually complete the Alexander Hamilton Opinions worksheet.

Share/Closure:

- Students will share their opinions of Alexander Hamilton.
- Teacher facilitates a discussion on his role in American history. Guiding questions include:
 - How does Hamilton's early life influence your opinion of him?
 - What were some of Alexander Hamilton's accomplishments?
 - As an anti-federalist, how did he influence the Constitutional convention?

Assessment:

- Teacher evaluates worksheets, graphic organizers and other student products.

Next Steps:

- Students can research the famous Hamilton-Burr Duel.

Alexander Hamilton

Facts

| Question | Answers | Sources |
|---|---------|---------|
| When was he born? | | |
| Where was he born? | | |
| Where did he live most of his life? | | |
| What role did he play in the revolution? | | |
| What was his role in the Constitutional Convention? | | |
| What were his beliefs on government? | | |
| Where were his beliefs on government published? | | |
| What were his roles in the early American government? | | |
| When and how did he die? | | |
| List any other facts you think are important. | | |

Introductory Paragraph (Give your opinion)

[illegible]

A LIVING DOCUMENT

Unit of Study: The New Nation

Focus question: What are the challenges of creating a new nation?

The Teaching Point:

- Students will understand why the Constitution is considered a living document.

Why/Purpose/Connection:

- This lesson demonstrates the process of amending the Constitution and why it is important.

Materials/Resources/Readings:

- Books from the trade book text set
 - *The Power of the People*
 - *The U. S. Constitution*
 - *If You Were There When They Signed the Constitution*
 - *The Constitution*
 - *A True Book: The Constitution of the United States*
 - *The U. S. Constitution (WE THE PEOPLE)*
 - *The U. S. Constitution*
 - *We the People: The Bill of Rights*
 - *The Bill of Rights: Documents that Shaped the Nation*
 - *A Primary Source Library of American Citizenship: The Bill of Rights*
 - *A True Book: The Bill of Rights*
- Websites
 - <http://www.usconstitution.net/constquick.html>
 - <http://www.usconstitution.net/xconst.html>
 - http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/teachers/images/alivingdocument.pdf
- Photo or drawing of students
- Growing up worksheet

Model/Demonstration:

- Teacher engages students by asking them if they think change is important or if they think things should always stay the same. Relate the idea of change to government and law. Challenge students to think about why people might want their government or laws to change.
- Teacher explains that students will be looking at how and why things change.
- Teacher completes the 1st half of the “Growing up” worksheet with students.
- Teacher facilitates a discussion identifying the causes and effects of the changes in the students.
- Teacher explains that the Constitution, in a sense, has ‘grown up’ since it was written in 1787. Teacher explains that the framers knew that they weren’t perfect and included an amendment process (or change process) to make changes to the Constitution.

- Teacher reads aloud Article V of the Constitution. Ask students what they think Article V does.

Independent Exploration/Guided Practice:

- Students begin by completing the second part of the worksheet on changes in their lives.
- After reviewing with teacher, students use the trade books, websites, and prior knowledge to complete the second part of the worksheet.

Share/Closure:

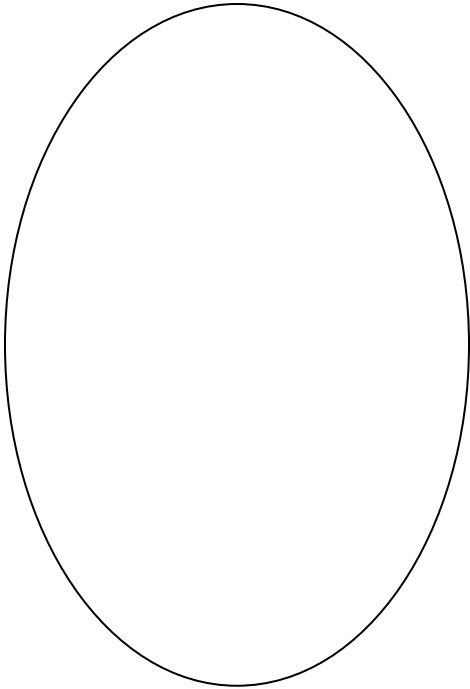
- Teacher facilitates a discussion on the importance of the amendment process. Using the 15th and 19th Amendments as examples, ask the students to reflect on what might have happened to the Constitution if there hadn't been an article dedicated to amending it.

Assessment:

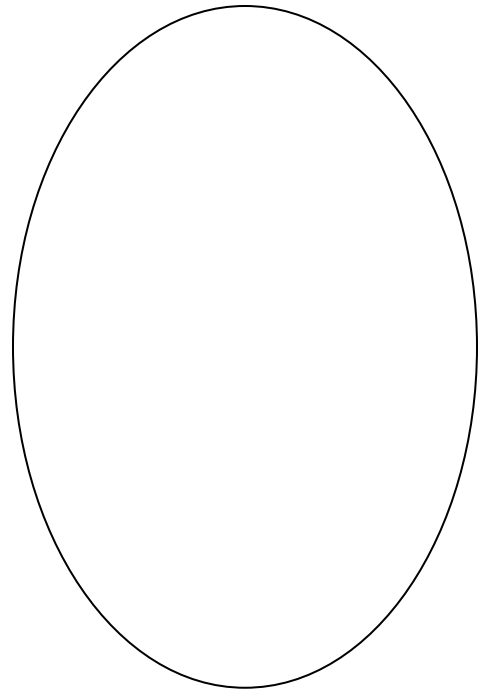
- Teacher circulates monitoring student conversation
- Teacher evaluates student discussions and worksheets.

Growing up

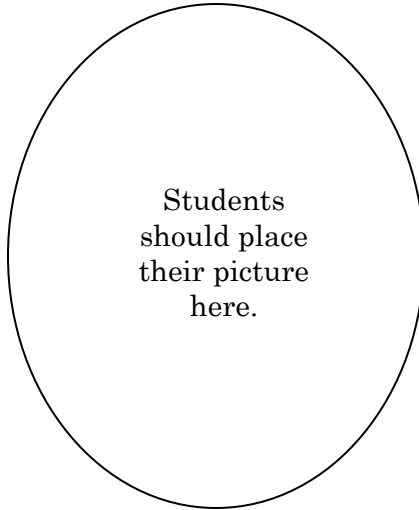
Ways that I have
changed



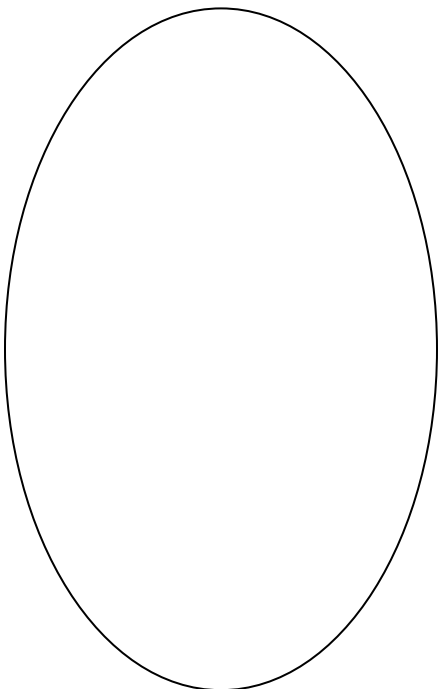
Ways that I would
like to change



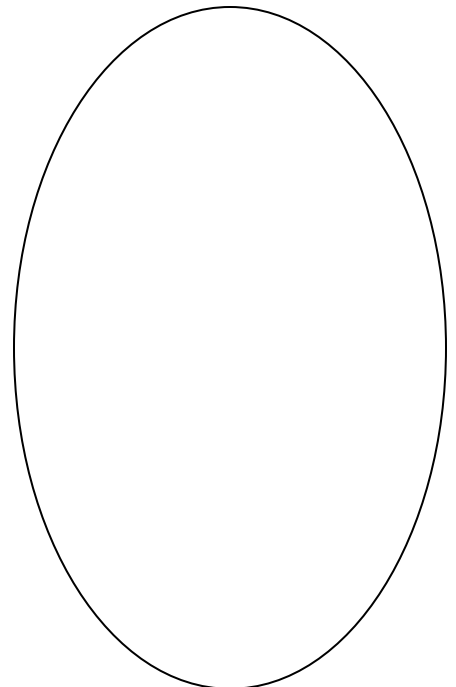
Students
should place
their picture
here.



Ways the
Constitution has
changed



Ways the
Constitution could
still change for the
better



CHECKS AND BALANCES: THE BRANCHES OF GOVERNMENT

Unit of Study: The New Nation

Focus question: What key ideas and documents shaped the new nation?

The Teaching Point:

- Students will understand the purpose of each of the branches of government through an analysis of the Constitution.
- Students will understand the concept of checks and balances by completing a graphic organizer.

Why/Purpose/Connection:

- This lesson provides an opportunity for students to analyze the Constitution.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *The Power of the People*
 - *The U. S. Constitution*
 - *If You Were There When They Signed the Constitution*
 - *The Constitution*
 - *A True Book: The Constitution of the United States*
 - *The U. S. Constitution (WE THE PEOPLE)*
 - *The U. S. Constitution*
- Websites
 - <http://www.usconstitution.net/xconst.html>
 - <http://www.usconstitution.net/constquick.html>
 - www.whitehouse.gov/kids
 - http://www.congressforkids.net/Constitution_checksandbalances.htm
 - <http://bensguide.gpo.gov/3-5/government/branches.html>
 - http://www.cyberlearning-world.com/lessons/civics/checksandbalances/interactive_checks_and_balances_flow_chart.htm (Interactive chart on checks and balances).
- The Constitution worksheet

Model/Demonstration:

- Teacher engages students in a brainstorm by asking them to think about what they know about the Constitution. Chart student responses. Teacher next explains that students will closely examine and analyze the first three sections of the Constitution that relate to the branches of government.
- Teacher explains that students will use a worksheet to complete a jigsaw activity of these sections of the Constitution. (Explain jigsaw activity to students.)

Differentiation:

- Websites and text sets support several reading levels.

Independent Exploration/ Guided Practice:

- Student groups will read sections of the Constitution and consult the website, “The Constitution Explained” to complete their worksheets. Students will use websites and trade books to complete column 3.
- Representatives from each group will help complete the checks and balances chart.
- Students will complete a journal entry on why they think it was necessary to have a separation of powers.

Share/Closure:

- Selected students share their thoughts on the separation of powers.
- Teacher facilitates a discussion of the three branches of government. Guiding questions include:
 - Is one branch of the government the most powerful?
 - Which responsibility of each branch is most important?
 - If you were to work for the government, which branch would you like to be a part of?

Assessment:

- Teacher monitors student conversations for accountable talk.
- Teacher evaluates completed student worksheets.

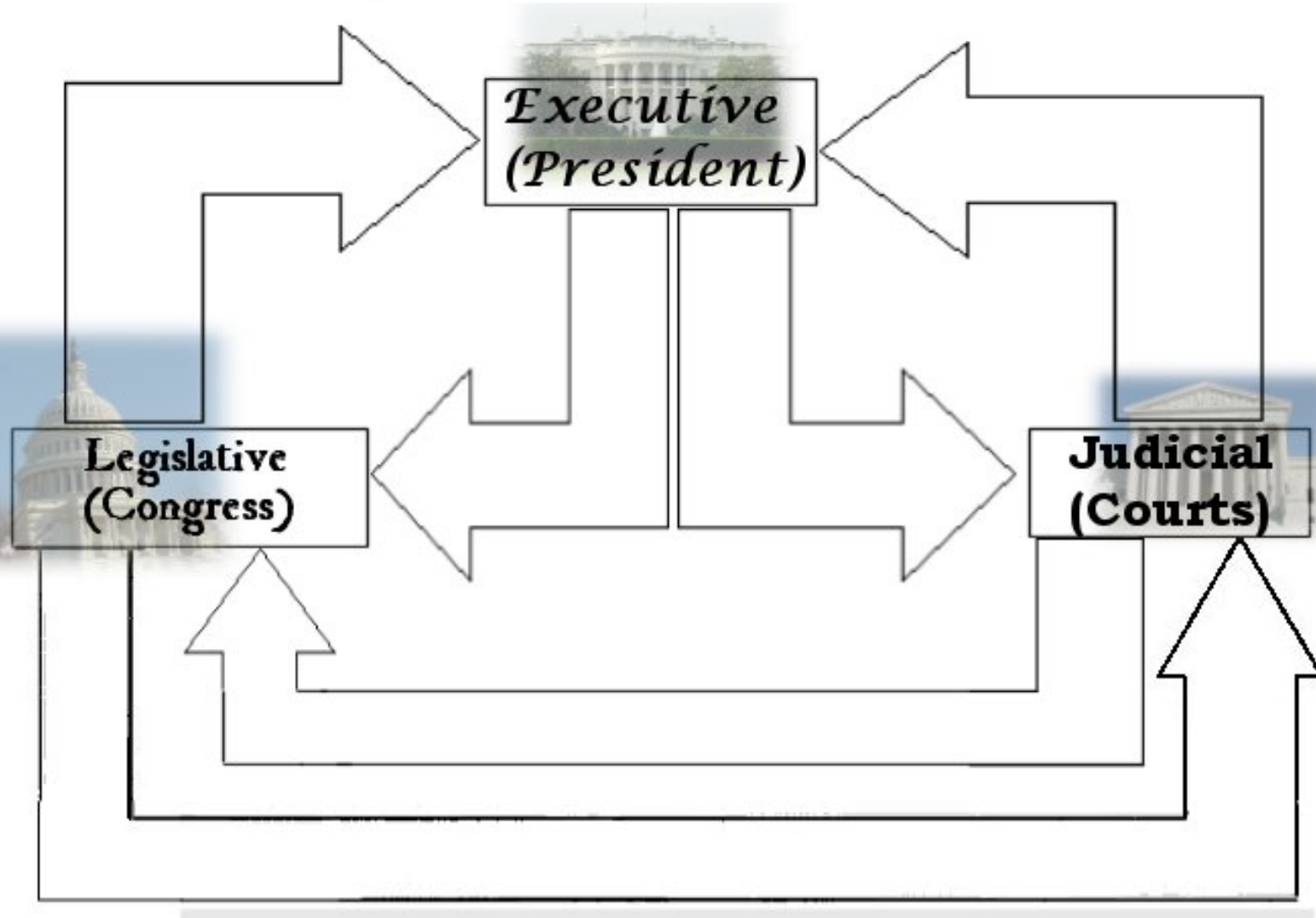
Next Steps:

- Students explore the amendment process in the Constitution.
- Students research particular amendments to the Constitution.

Jigsaw of the Constitution**Section:****Branch of government:****Whose job is described?**

| | Your Thoughts | Your Questions | Your research |
|-----------------------------------|---------------|----------------|---------------|
| What is the main idea of section? | | | |
| What powers are given? | | | |
| What powers are limited? | | | |

The System of Checks and Balances



AN ORDINARY DAY

Adapted from The Center on Congress at Indiana University

Unit of Study: The New Nation

Focus Question: What key ideas and documents shaped the new nation?

Teaching Point:

- Students will identify ways in which the government impacts their everyday life.
- Students will take a virtual trip through a typical town outlining the various levels of government and their responsibilities to their citizens.

Why/Purpose/Connection:

- To better understand how the government is a part of citizens' daily lives.

Materials/Resources/Readings:

- An Ordinary Day—The Impact of Congress/Government handout
- 10-15 computers
- Website: http://congress.indiana.edu/learn_about/launcher.htm
- Chart paper

Model/demonstration:

- Teacher engages students by asking them to think about recent lessons in social studies and to define the term *government*. Once students have decided on a working definition, teacher writes the definition onto chart paper or board. Teacher then asks students to consider the following question:
 - How does government affect your daily lives?
- Teacher asks students to turn to a partner and discuss the question and some possible responses.
- Students brainstorm possible ways that government affects their daily lives.
- Teacher asks students to respond in whole class share.
- Teacher charts responses on chart paper.
- Teacher concludes discussion by asking students about the different levels of government.

Student Exploration/Practice:

- Students are reminded of the AUP policy of the school.
 - Note: It is helpful if students have some experience with technology and have been given parameters of proper computer etiquette.
- Students are each provided with the handout, "An Ordinary Day—The Impact of Congress/Government."
- Teacher briefly reviews handout.
- In pairs, students will take a trip through town and note the impact government has on our everyday lives.
- Students are to note their findings on handout.
- Teacher confers with students as they engage in activity.

Share/Closure:

- Students reconvene in meeting area.
- Teacher returns to chart and asks students to share their findings in whole class share.
- Teacher charts any relevant comments from discussion onto the chart paper.

Assessment:

- The activity provides teacher with an authentic view of group dynamics and individual student's ability to use technology in obtaining and analyzing information.

Next Steps:

- In their home or neighborhood, students can identify 10 things in their daily lives that are affected by the government.

Name _____

Date _____

AN ORDINARY DAY – THE IMPACT OF CONGRESS/GOVERNMENThttp://congress.indiana.edu/learn_about/launcher.htm

Take a trip through town and note the impact government has on our everyday lives. Where is each level of government responsible? Note whatever is not allocated to a certain level of government on the back of this sheet.

| Federal Government | State Government | Local Government |
|--------------------|------------------|------------------|
| | | |

Any unallocated government responsibility:

Teacher Guide

| Federal Government | State Government | Local Government |
|--|---|--|
| <ul style="list-style-type: none"> ○ Standard time ○ Electricity – federal subsidies ○ National Weather Service ○ Food inspections ○ Air bags and seat belt requirements ○ GPS ○ \$ for bike lanes ○ \$ for mass transit and safety ○ Airwaves ○ Copyright for music ○ \$ to reduce class size ○ Fruit classification and grading ○ Research into best teaching techniques ○ School libraries and media centers ○ 75% of student aid ○ Grants for science labs and teacher training ○ Programs to reduce student drug use ○ School lunch program ○ Equal access to education for individuals with disabilities ○ Grants for computers in schools ○ Apprenticeship programs and job relevant content in schools ○ Title 9 – equal opp. For girls in sports programs ○ Workplace safety standards ○ No discrimination in workplace ○ Child labor laws ○ Protecting products from unfair foreign competition ○ Business research and development of new products ○ Support for community development to attract and keep businesses ○ Meat inspection ○ Bank deposits guaranteed ○ Currency made ○ Parks, recreational and historic sites ○ Police ○ Health research and hospital construction ○ Stock market regulations ○ Handling the mail ○ Watches for price-gouging ○ Telephone industry ○ Telemarketing rules ○ Federal tax breaks help to build stadiums ○ Regulates sports franchises ○ Social Security and Medicare ○ Sets safe water standards ○ Home mortgage deduction | <ul style="list-style-type: none"> ○ Milk pasteurization-expiration dates ○ Car insurance ○ Driver's license ○ Traffic safety laws ○ \$ for mass transit and safety ○ Standardized competency tests ○ Teacher salaries ○ Teacher certification ○ Curriculum requirements ○ School cafeteria health regulations ○ Business research and development of new products ○ Support for community development to attract and keep businesses ○ Alcohol sales ○ Parks, recreational and historic sites ○ Police ○ Watchdog for true gasoline amounts being distributed ○ Lotteries to help fund education ○ Sets safe water standards | <ul style="list-style-type: none"> ○ Pet vaccinations ○ Trade agreements – international ○ Traffic safety laws ○ Teacher salaries ○ Parks, recreational and historic sites ○ Police ○ Public lighting ○ Noise abatement laws ○ Provides safe drinking water |

RIGHTS AND RESPONSIBILITIES

Unit of Study: The New Nation

Focus question: How has the Constitution represented some people but not others?

The Teaching Point:

- Students will understand that citizenship comes with rights and responsibilities.

Why/Purpose/Connection:

- This lesson helps students connect the concept of citizenship to their personal lives.

Materials/Resources/Readings:

- Citizenship graphic organizer
- Website:
 - <http://bensguide.gpo.gov/3-5/citizenship/index.html>

Model/Demonstration:

- Teacher engages students by asking them if they have responsibilities at home. Teacher asks students to list those responsibilities. Encourage students to think about why family member have responsibilities.
- Then teacher explains that like families, whose members have responsibilities, government, which is made up of people, also has responsibilities. Remind students that how our government works is outlined in the Constitution.
- Teacher explains that the Constitution describes citizens' rights and responsibilities. Direct students to the rights and responsibilities page at <http://bensguide.gpo.gov/3-5/citizenship/index.html>.
- Teacher directs students to complete an analysis of the word "citizenship" using the Frayer model. Students should use a dictionary, or dictionary.com, tradebooks, as well as <http://bensguide.gpo.gov/3-5/citizenship/index.html> to complete the chart.
- Teacher facilitates a discussion on what it means to be a U.S. citizen.
- Teacher explains that not all people in all countries have the privilege of protected rights, and that some people face unfair responsibilities.

Independent Exploration/Guided Practice:

- The following activities provide an opportunity for the exploration of the concept of rights and responsibilities. The teacher may assign groups an activity, allow students to choose, or have the entire class complete one activity.
 - Compare and contrast the Declaration of the Rights of the Child with the Preamble of the Constitution. Create a poster highlighting the rights and responsibilities of U.S. citizens.

Share/Closure:

- Teacher facilitates a discussion on the concept of human rights. Guiding questions include:
 - Thomas Jefferson spoke of "inalienable rights" in the Declaration of Independence. What did he mean by the word inalienable? Is this word another word for human rights?

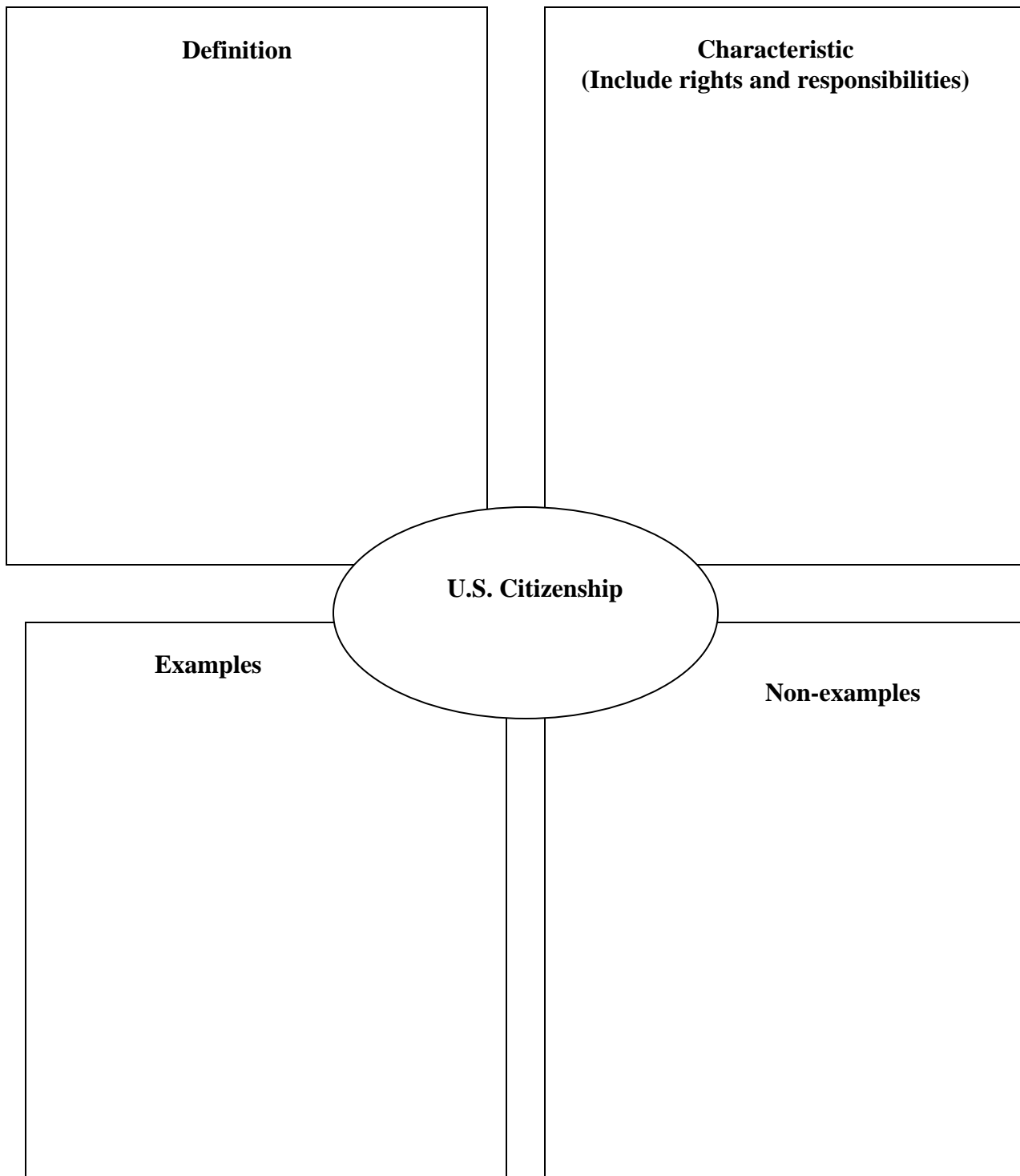
- The rights Thomas Jefferson describes as inalienable were life, liberty, and the pursuit of happiness. What conditions are necessary to be able to have those rights?
- What things should everyone have access to? (Note to teacher: discuss the concept of need vs. want. For example, not everyone needs an ipod, but everyone needs food.)

Assessment:

- Teacher evaluates student activities.

Next Steps:

- Students read biographies of people who have worked for improved human rights. Biographies could include Nelson Mandela, Dr. Martin Luther King Jr., Gandhi, or Eleanor Roosevelt.



Crossing the Line

Unit of study: The New Nation

Focus question: How do you balance individual liberties with the needs of a nation?

Teaching Point:

- Students will consider various issues regarding citizens' rights and responsibilities.

Why/Purpose/Connection:

- To provide a kinesthetic and visual approach for each student that will allow them to recognize the values conflicts that may arise when studying the rights and responsibilities outlined in the United States Constitution.

Materials/Resources/Readings:

- Chart paper and markers
- Handout: "Spectrum Line"
- Clipboards
- Masking tape
- Student tally sheets
- Teacher-created grid on classroom floor

Model/Demonstration:

- Convene students in your class meeting area.
- Students are given the following critical thinking query:
 - Are you allowed to yell "Fire" in a crowded movie theater (even if there is no fire)?
- Students will be asked to discuss possible responses with the person sitting next to them.
- After a one minute discussion, students will share responses in whole class share.
- Teacher charts responses onto a two-column chart.
- Teacher facilitates discussion of responses and corresponding explanations.
- Teacher asks students if they have ever heard of the following famous quotation: "If you want something done, you need to vote with your feet."
 - Teacher asks students: What does the quote mean?
- Students are briefed on the classroom rules for the "Crossing the Line" activity. The rules are as follows:
 - No talking during the session
 - All students must make their decisions known in 5 seconds
 - You must make a decision, no straddling the line
 - No touching other students

Exploration:

- Students will engage in "Crossing the Line" activity as a whole class.
- The room will have already been divided into three sections with two long strips of masking tape separating the different segments of the room.
- Teacher will distribute "Spectrum Line" handouts and clipboards to each student.

- All students will stand in the center section of the room.
- Teacher will read the initial statement from the handout, “Spectrum Line.”
 - If teacher feels after the initial part of the activity, that students should read the provided statements, then allow one student to read odd-numbered statements while another student reads even-numbered statements.
- When the teacher reads a statement from the handout, students that AGREE with the statement will cross the line to the right. Those that disagree will remain move to the left side of the line.
- Teacher will select students to keep track of how many students decided to cross the line in each direction.
- These students will chart the number of responses on chart paper so the class can also track their responses.

Share/Closure:

- Students will return to their groups at their tables to summarize and share their findings with other students.
- Each group on chart paper will make 5-10 observations about the activity
 - For example: “I was surprised that...” OR “I was not sure of...”
- Teacher will confer with groups to assess student learning.
- Upon completion of charting, students will briefly share out their responses in a whole class share.
- Other students will respond to each short presentation with questions or comments.

Assessment:

- The activity will provide an authentic view of group dynamics and students’ ability to follow directions.
- This activity will also allow assessment of student’s ability to identify basic assumptions and values conflicts and handle a diversity of opinions in a group format.

Next Steps:

- Teacher will now capitalize on the student partnerships for future activities and discussion
- Teacher will also capitalize on the introduction of rights and issues that can be found in the Constitution’s Bill of Rights.

Homework:

- Students will select one of the statements that they feel strongly about and chose to “cross the line” to, and explain why he or she agreed with that statement. Students will write a short paragraph on the subject explaining their position.

Spectrum Line

1. People should have the right to free speech.
2. People should be able to say things and express beliefs that might anger other people.
3. People should be allowed to say that they hate another group of people.
4. Some religions shouldn't exist.
5. Some religions are better than others.
6. All religions should have the same rights and value.
7. We should not allow certain people to practice certain religions during times of war.
8. If we are having a war against a country whose people are a certain religion, our country should not allow that religion in this country.
9. I don't trust police.
10. Police are here to protect the public.
11. Police want to protect me.
12. I have been helped/protected by police.
13. I don't trust the U.S. government.
14. The U.S. government protects all of its citizens.
15. The U.S. government only protects certain citizens and not others.
16. The U.S. government protects me.
17. Neither the police nor the government would search me or take possessions for no reason. They want us to be safe.
18. The government and the police take away my privacy too much by searching people and taking possessions.
19. The government has taken away too many personal freedoms and has put up too much security.
20. The government has taken away some freedoms so that we'll be more secure and that's okay with me.
21. I don't mind giving up certain personal freedoms if I will feel safer.
22. I would give up the freedom of speech in order to feel safer.
23. I would give up freedom of religion in order to feel safer.
24. I would give up my right to bear arms if it meant that criminals wouldn't have them either.
25. I would allow myself to be searched anywhere in order to feel safer going into any building.

26. All bags should be checked when entering a Federal building.
27. I would agree to being personally searched when entering a Federal building.
28. I would agree to being personally searched at a sporting event.
29. I would agree to being personally searched at a concert, show, or movie.
30. I would agree to having my bags checked when entering a concert, show, or movie.
31. The government has the right to search people's email for key words.
32. The government has the right to search MY email for key words.
33. If a terrorist suspect sent me an email by mistake, the government should be able to look through all of my other email and Internet activity.
34. The government has the right to tap my phone.
35. I would allow the government to tap my phone.
36. Anyone who says they agree with Saddam Hussein should be arrested.
37. The government has the right to closely watch people of a certain race.
38. The government has the right to closely watch people of a certain religion.
39. The government has the right to look closely at people who look "foreign."
40. Any immigrant who is suspected of involvement in terrorism should be held and questioned.

The Foresight of a Founding Father and the Constitution Unit Project

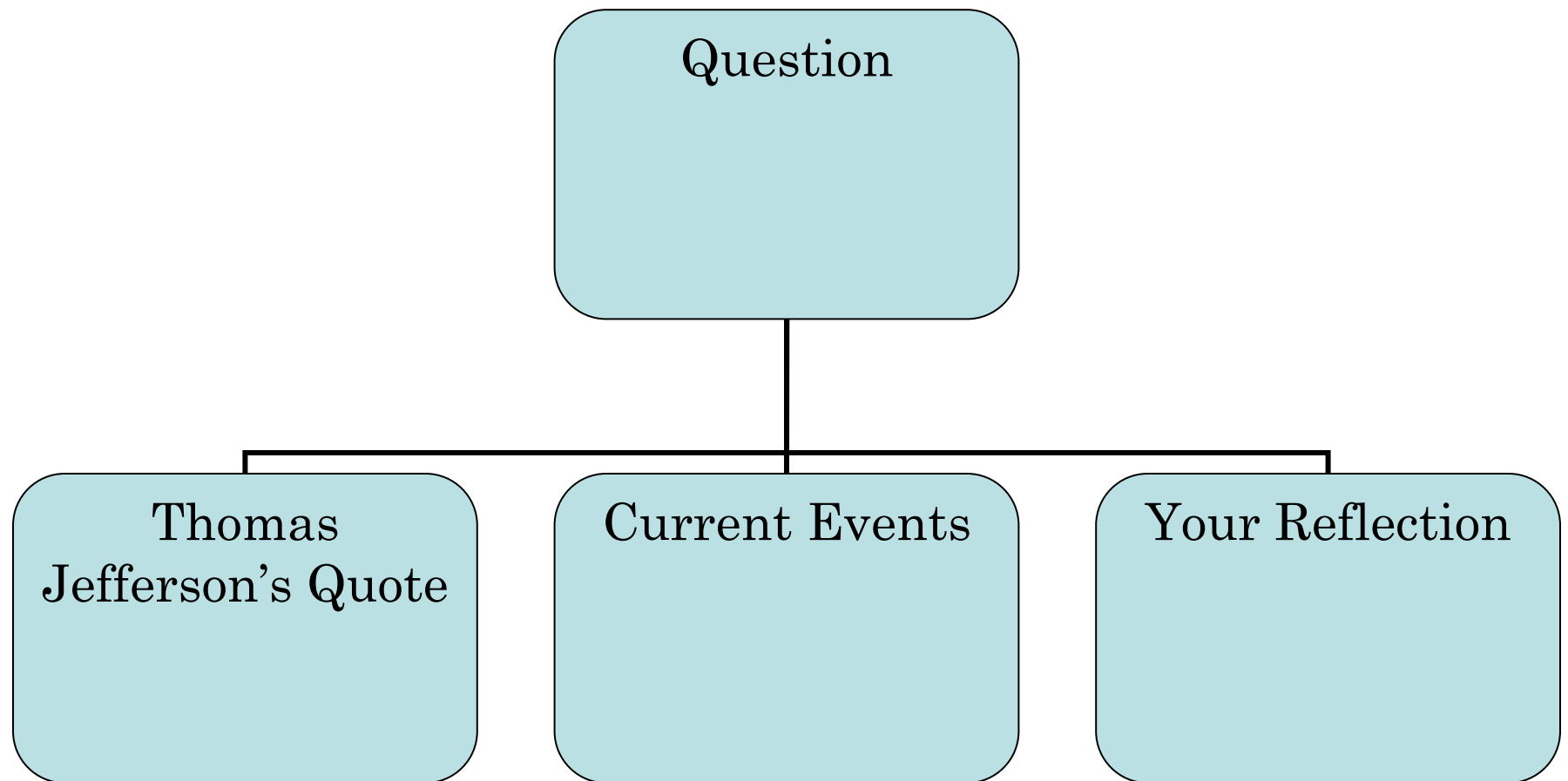
The founding fathers debated many issues and made many compromises at the Constitutional Convention. They drafted and signed a Constitution that still provides a framework for our government today. The Constitution is often called a living document because it has been able to change and grow since its birth in 1787.

Using quotes from Thomas Jefferson, you are going to examine the foresight of one of the founding fathers.

The assignment:

- Choose a question from the list at <http://jeffersonblog.history.org/>.
- Keep a journal with your thoughts on possible answers, relevant facts from the unit, and current article clippings relating to the question. (Time for Kids, Scholastic News, or any newspaper or news magazine)
- Using your journal, you will create a scrapbook with a cover and 3 pages.
 - Cover: Includes Chart with question, Thomas Jefferson's quote, a quote from a recent newspaper article, and a personal quote.
 - Page 1: Reflect on Thomas Jefferson's quote. Do you agree or disagree? Use facts from the unit or the articles to support your answer.
 - Page 2: Reflect on how the question is perceived today. Include the Headline, byline, and a quote from 2 articles.
 - http://www2.scholastic.com/browse/scholasticNews.jsp?FromBrowseMod=true&Ns=Pub_Date_Sort|1&CurrPage=scholasticNews.jsp&TopicValue=Scholastic%20News
 - <http://www.timeforkids.com/TFK/teachers/wr/0,27955,081219,00.html>
 - Page 3: Reflect on the Constitution as a living document. How did the framers create a framework for government that still works today even though life today is very different than it was then?

(Model for cover)



Building a New Nation Unit Project



Declaration of Independence



US Constitution



Bill of Rights

When the settlers decided to break away from British rule due to lack of independence, they desired to form a new nation. The challenge was to work with others to establish a set of laws for all to be able to be treated fairly.

Using your knowledge, books, documents and web sites from this unit of study, the goal of your group project is to establish a new nation.

In creating your new nation:

- 1) Name your new nation and give it a capital.
- 2) Make a map of your new nation.
 - a) Give your map a title.
 - b) Include a key/legend
 - c) Include a compass rose
 - d) Include scale and distance measurements
 - e) Designate the capital and other landmarks.
 - f) Include political boundaries
- 3) Create a national seal and describe what the symbols represent
- 4) Create a national flag and describe what the symbols represent
- 5) Create a Constitution.
 - a) Explain the structure of the government
 - b) Elections for heads of government requirements
- 6) Create a Bill of Rights.
 - a) Vote on the list of rights that you want to include in your nation's Bill of Rights.
- 7) Hold debates to ratify your Constitution and Bill of Rights.
- 8) Using chart paper, write down your new nation's Constitution and Bill of Rights.
- 9) Have the framers sign the new nation's Constitution and the Bill of Rights.
- 10) Present your new nation and its government to the world.

PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, **The New Nation**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

“Big Ideas” and “Powerful Questions”

Ask students to discuss the meaning of freedom and government. Encourage them to articulate some core beliefs they now hold about freedom and the role of government in our lives.

Suggested Questions:

What is freedom? Are we all free? Who is not free? Are there degrees of freedom? Is freedom in the 18th century different from freedom today? How and why do you think this is so?

The Growth of Democracy

Facilitate a discussion on the foundations of our government and the role of our government as an inspiration to others. Discuss how democracy has grown both nationally and internationally. Discuss ways in which it still needs to improve.

New York City: A World Capital

Discuss the growth of New York City from its initial role as national capital to its current unofficial designation as “Capital of the World.”

Field Trips for The New Nation**Location****Exhibits and Programs**

Brooklyn Museum
200 Eastern Parkway, Brooklyn
www.brooklynmuseum.org

American Identities: A New Look

Federal Hall
26 Wall Street, Manhattan
<http://www.nps.gov/feha/>

George Washington Inaugural Gallery

Fraunces Tavern Museum
54 Pearl Street, Manhattan
<http://www.frauncestavernmuseum.org/index.html>

Daily life, New York

Historic Richmond Town
441 Clarke Avenue, Staten Island
<http://www.historicrichmondtown.org/index.html>

Bringing up Baby: Children's furniture and family life
Village Tour

King Manor Museum
Between 150th and 153rd Sts, Queens
<http://www.kingmanor.org>

Metropolitan Museum of Art
1000 5th Avenue, Manhattan
<http://www.metmuseum.org>

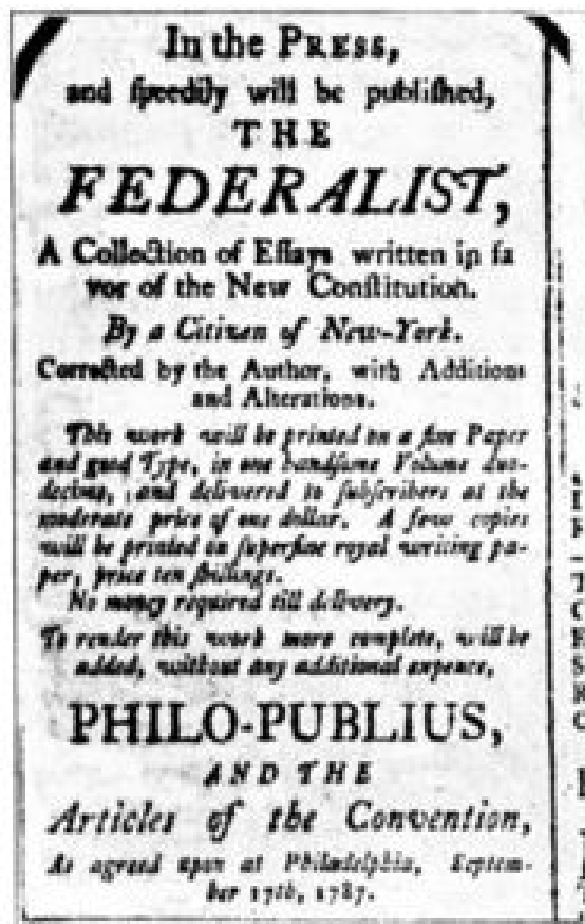
American Decorative Arts
American Paintings and Sculptures

Museum of the City of New York
1220 5th Avenue, Manhattan
<http://www.mcny.org/>

Leave it to Beavers: Trade and Transportation in New York Program
Decorative Arts

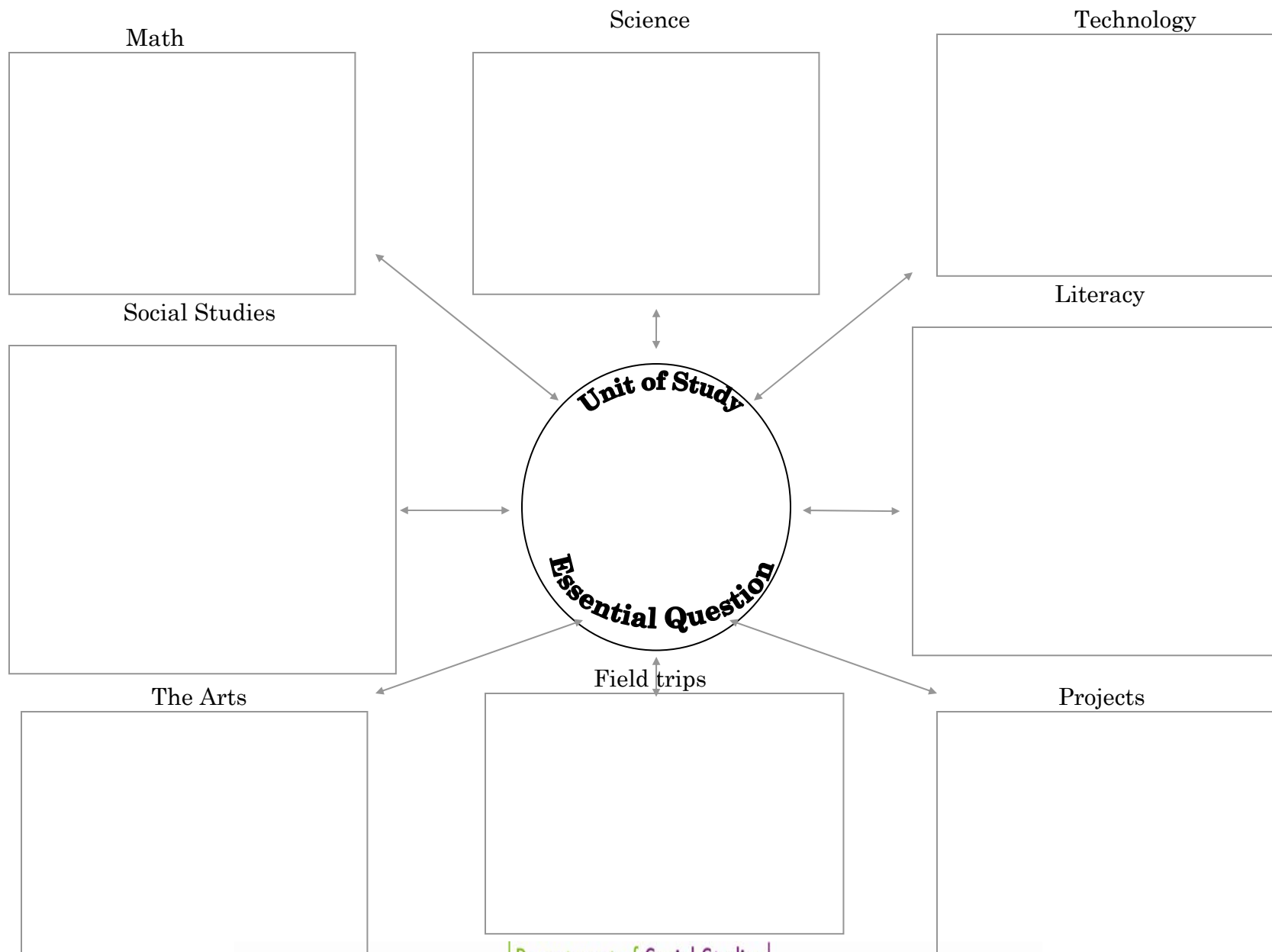
V.

Additional Resources



An advertisement for the Federalist Papers

BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

| |
|--|
| |
|--|

Content/Academic Vocabulary (sample)

| |
|--|
| |
|--|

Focus Questions



| |
|--|
| |
|--|

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

| |
|--|
| |
|--|

INTERDISCIPLINARY PLANNING TEMPLATE

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| Focus Question | | | | | |
| Social Studies | | | | | |
| Reading connected to the Social Studies curriculum | | | | | |
| Writing Connected to the Social Studies Curriculum | | | | | |
| Math | | | | | |
| Technology | | | | | |
| Arts | | | | | |
| Science | | | | | |

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

TEXT SELECTION PLANNER**Text Title:** _____ **Author:** _____**Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

-
-
-

What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

| What I Read | What I Think | What I Wonder |
|-------------|--------------|---------------|
| | | |

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

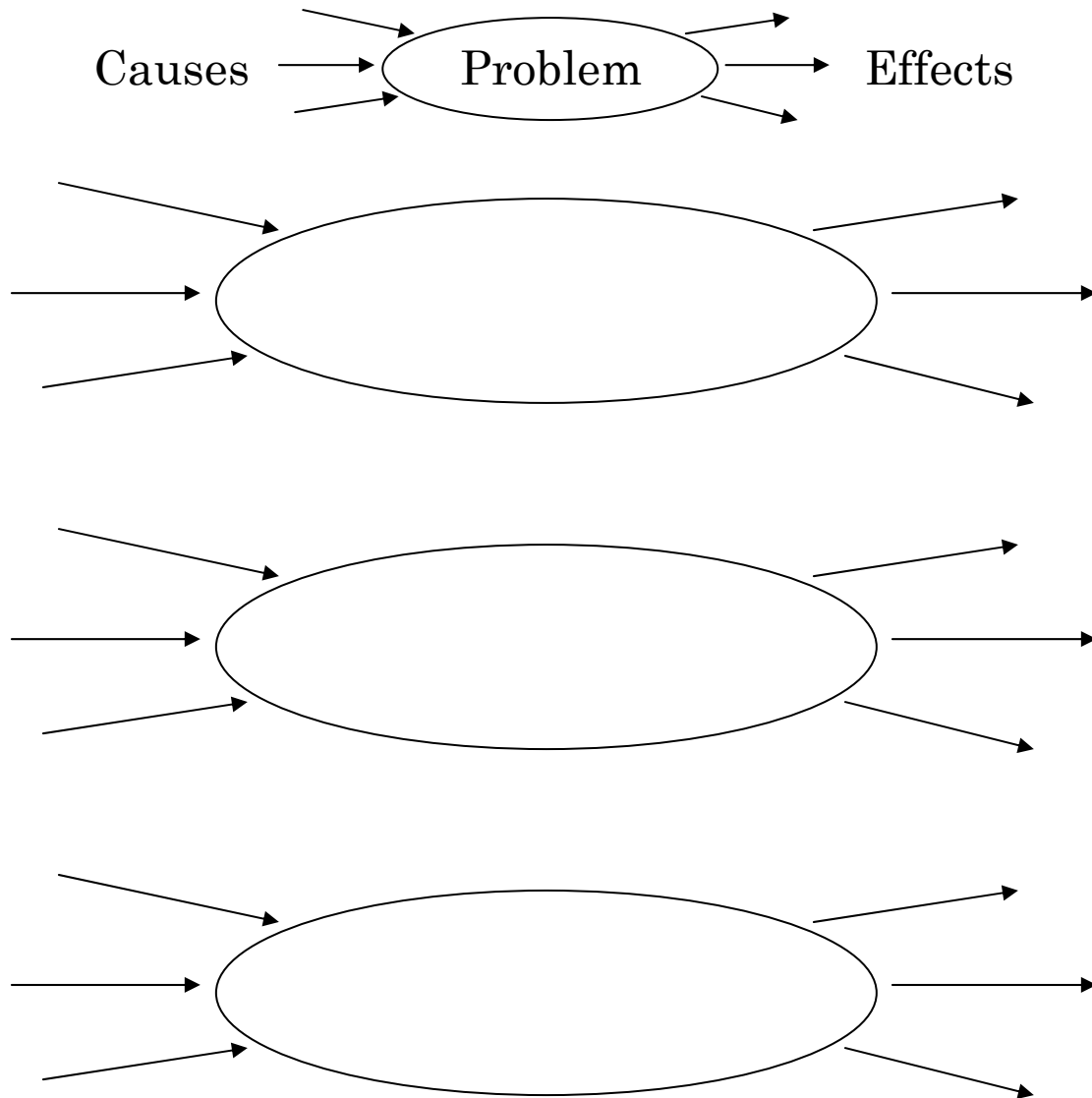
Your Name: _____

Name of image: _____

Look carefully at the picture and fill in the chart below.

| What I See | What I Think | What I Wonder |
|------------|--------------|---------------|
| | | |

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE

NOTE-TAKING TEMPLATE**Chapter Title:** _____**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____

Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

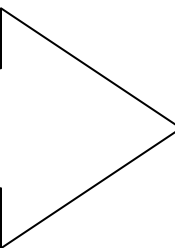
WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA

Name _____

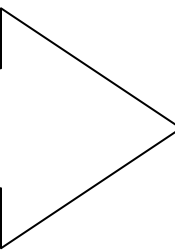
Text _____

As I read, I note the following:

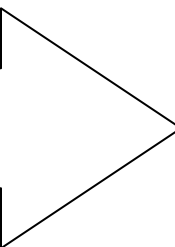
1) _____



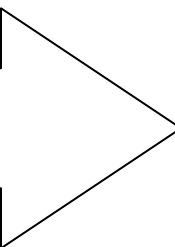
2) _____



3) _____



4) _____



To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

| The Actual Text Reads... | In My Own Words... |
|--------------------------|--------------------|
| | |

Name _____ Date _____

Text _____

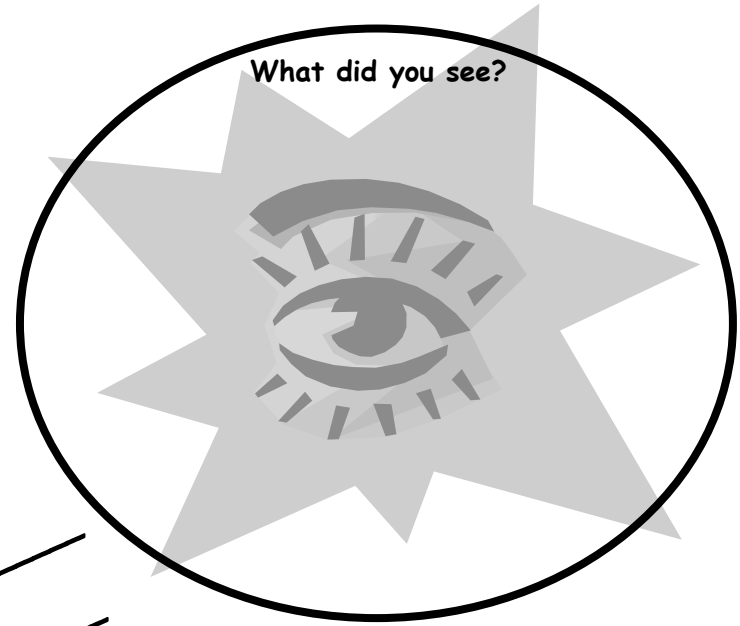
| What I think | Evidence |
|---------------------------------------|------------------------|
| I think the author is stating that... | I know this because... |

VIDEO VIEWING GUIDE

What did you hear?

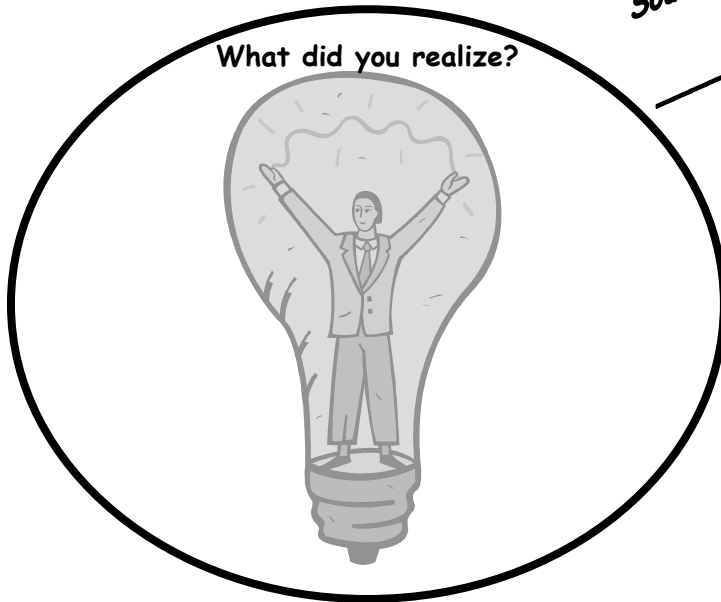


What did you see?

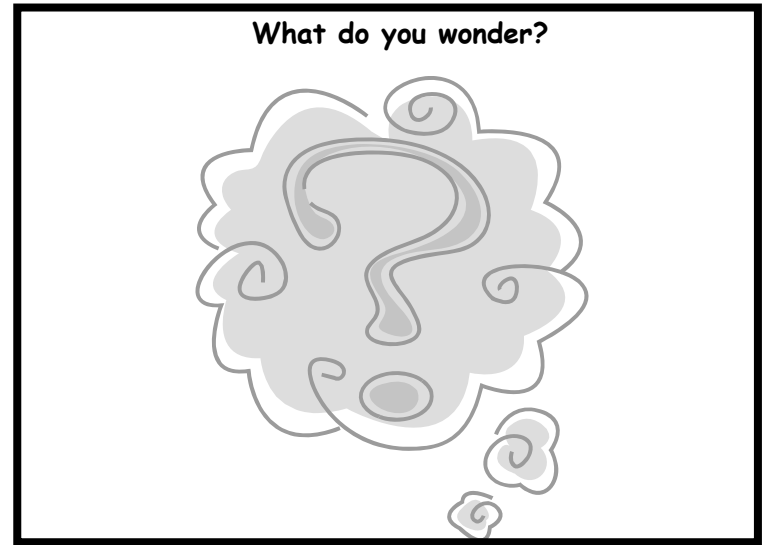


Source:

What did you realize?



What do you wonder?



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